



USAID
DU PEUPLE AMERICAIN

SENEGAL

ANNUAL REPORT YEAR I

Year I: October 26, 2016 to September 30, 2017

LECTURE POUR TOUS

Submitted: October 31, 2017

Contract Number: AID-OAA-I-14-00055/AID-685-TO-16-00003

Activity Start and End Date: October 26, 2016 to July 10, 2021

Total Award Amount: \$71,097,573.00

Contract Officer's Representative: Kadiatou Cisse Abbassi

Submitted by: Chemonics International

Sacre Coeur Pyrotechnie Lot No. 73, Cite Keur Gorgui

Tel: 221 78585 66 51

Email: abalde@chemonics.com

ANNUAL REPORT YEAR I



Serigne Mbaye Thiam, Minister of Education, speaks at the launch of the national reading program.

Contracted under AID-OAA-I-14-00055/AID-685-TO-16-00003

Lecture Pour Tous

DISCLAIMER

The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

ACRONYMS

AME	<i>Association Mères d'Elèves</i>
AMEP	<i>Activity Monitoring & Evaluation Plan</i>
APE	<i>Association Parents d'Elèves</i>
ARED	<i>Associates in Research & Education Development</i>
CAQ	<i>Contrat d'Amélioration de la Qualité</i>
CBO	<i>Community Based Organizations</i>
CCIEF	<i>Cadre de Coordination des Interventions sur l'Education des Filles</i>
CDP	<i>Contrat de Performance</i>
CEB	<i>Curriculum d'Education de Base</i>
CFEE	<i>Certificat de Fin d'Etudes élémentaires</i>
CGE	<i>Comité de Gestion d'Ecole</i>
CI	<i>Cours Initial</i>
CLAD	<i>Centre de Linguistique Appliquée de Dakar</i>
CLSP	<i>Community Literacy Support Plan</i>
CNRE	<i>Centre national des ressources éducationnelles</i>
COP	<i>Chief of Party</i>
COR	<i>Contract Officer Representative</i>
COSYDEP	<i>Comité des ONG et Syndicats pour la Défense de l'Education Publique</i>
CP	<i>Cours Préparatoire</i>
CRFPE	<i>Centre Régional de Formation de Personnels de l'Éducation</i>
DAGE	<i>Direction de l'Administration Generale et de l'Équipement</i>
DALN	<i>Direction de l'Alphabétisation et des Langues Nationales</i>
DAO	<i>Demande d'Appel Offres</i>
DCOP	<i>Deputy Chief of Party</i>
DEE	<i>Direction d'Education Élémentaire</i>
DDD	<i>Demande de Devis</i>
DFC	<i>Direction de la Formation de la Communication</i>

DPRE	<i>Direction de la Planification et de la Réforme de l'Education</i>
DRH	<i>Direction des Ressources Humaines</i>
DRTS	<i>Direction Radio Télévision Scolaire</i>
EGR	Early Grade Reading
EGRA	Early Grade Reading Assessment
EMMP	Environmental Mitigation & Monitoring Plan
EMiLe	<i>Enseignement Multi-Langue</i>
ERF	Environmental Review Form
ERR	Environmental Review Report
FASTEF	<i>Faculté des Sciences et Technologies de l'Education et de la Formation</i>
FENAPES	<i>Fédération Nationale des Parents d'Elèves au Sénégal</i>
FLSH	<i>Faculté des Lettres et Sciences humaines</i>
G2G	Government to Government
HICD	Human Institutional Capacity Development
IA	<i>Inspection d'Académie</i>
ICT	Information and Communication Technology
IEF	<i>Inspection de l'Education et de la Formation</i>
IFADEM	<i>Initiative Francophone pour la Formation à Distance des Maitres</i>
IFAN	<i>l'Institut Fondamental d'Afrique Noire</i>
IGEF	<i>Inspection Générale de l'Education et de la Formation</i>
INEADE	<i>Institut National d'Etude et d'Action pour le Développement de l'Education</i>
IQS	Indefinite Quantity Subcontract
KAP	Knowledge, Attitudes, and Practices
LEMA	Local Education Monitoring Approach
LQAS	Lot Quality Assurance Sampling
M&E	Monitoring & Evaluation
MEL	Monitoring, Evaluation & Learning
MEN	<i>Ministère de l'Education Nationale</i>

PA	Memorandum of Understanding
M-TEW	Mobile Teaching EveryWhere
NGO	Non Government Organization
PAEF	<i>Projet d'Appui à l'Education des Filles</i>
PALME	<i>Partenariat pour l'Amélioration de la Lecture et des Mathématiques dans l'Enseignement Elémentaire</i>
PAP	<i>Plan d'Amélioration de Performance</i>
PAQUET	<i>Programme d'Amélioration de la Qualité, de l'Équité et de la Transparence</i>
PASEC	<i>Programme d'analyse des systèmes éducatifs de la confemen</i>
PI	Principle Investigator
PISA	Program for International Student Assessment
PNL	<i>Programme National de Lecture</i>
RFP	Request for Proposals
RFQ	Request for Quotations
SBCC	Social and Behavior Change Communication
SCOFI	Female Teachers' Network
SIMEN	<i>Système d'Information du Ministère de l'Education Nationale</i>
SSFP	Safety and Security Focal Point
STTA	Short Term Technical Assistance
SWOT	Strengths, Weaknesses, Opportunities, and Challenges
SYSGAR	<i>System de Gestion Axée sur des Résultats</i>
TCN	Third Country National
ToA	Training of Assessors
TOR	Terms of Reference
ToT	Training of Trainers
UAEL	<i>Union des Associations d'Elus Locaux</i>
UCAD	<i>Université Cheikh Anta Diop</i>
UNAPEES	Union Nationale des Parents d'Elèves et d'Etudiants du Sénégal

USAID	United States Agency for International Development
USG	United States Government
VPN	Virtual Private Network

TABLE OF CONTENTS

1.	INTRODUCTION	9
A.	PROGRAM OVERVIEW	9
B.	RESULTS FRAMEWORK	10
2.	PERFORMANCE, CHALLENGES AND LESSONS LEARNED	11
A.	OVERVIEW	11
B.	PERFORMANCE	13
I.	CROSSCUTTING	13
II.	OUTCOME 1: EARLY GRADE READING INSTRUCTION IN PRIMARY SCHOOLS AND DARAAS IMPROVED	16
III.	OUTCOME 2: DELIVERY SYSTEMS FOR EARLY GRADE READING INSTRUCTION IMPROVED	29
IV.	OUTCOME 3: PARENT AND COMMUNITY ENGAGEMENT IN EARLY GRADE READING IMPROVED	36
C.	CHALLENGES	43
D.	LESSONS LEARNED	45
3.	ILLUSTRATIVE ACTIVITIES	46
4.	GENDER AND WOMEN EMPOWERMENT ACTIVITIES	47
5.	ENVIRONMENTAL COMPLIANCE	48
6.	PARTNERSHIPS AND COLLABORATIVE EFFORTS	48
A.	GOVERNMENT OF SENEGAL	48
B.	CIVIL SOCIETY	49
C.	PRIVATE SECTOR	49
7.	ANALYTICAL WORK, EVALUATIONS AND ASSESSMENTS	50
A.	LANGUAGE MAPPING STUDY	50
B.	TEACHER MOBILITY STUDY	51
C.	POLICY STOCKTAKING	52
D.	NORMS AND STANDARDS STOCKTAKING	53
E.	COMMUNICATION STOCKTAKING	54
8.	SUPPORTING DOCUMENTATION FOR INFORMATION REPORTED	54
9.	SUSTAINABILITY AND SCALABILITY OF CORE INTERVENTIONS	55
A.	EFFORTS AND SUCCESSES	55
B.	CHALLENGES AND LESSONS LEARNED	56
	ANNEX A: PUBLIC SUMMARY IN FRENCH	58

ANNEX B: AGGREGATE OUTCOMES & RESULTS (MILESTONES & DELIVERABLES) SINCE INCEPTION.....	59
ANNEX C: OTHER TECHNICAL REPORTS	61

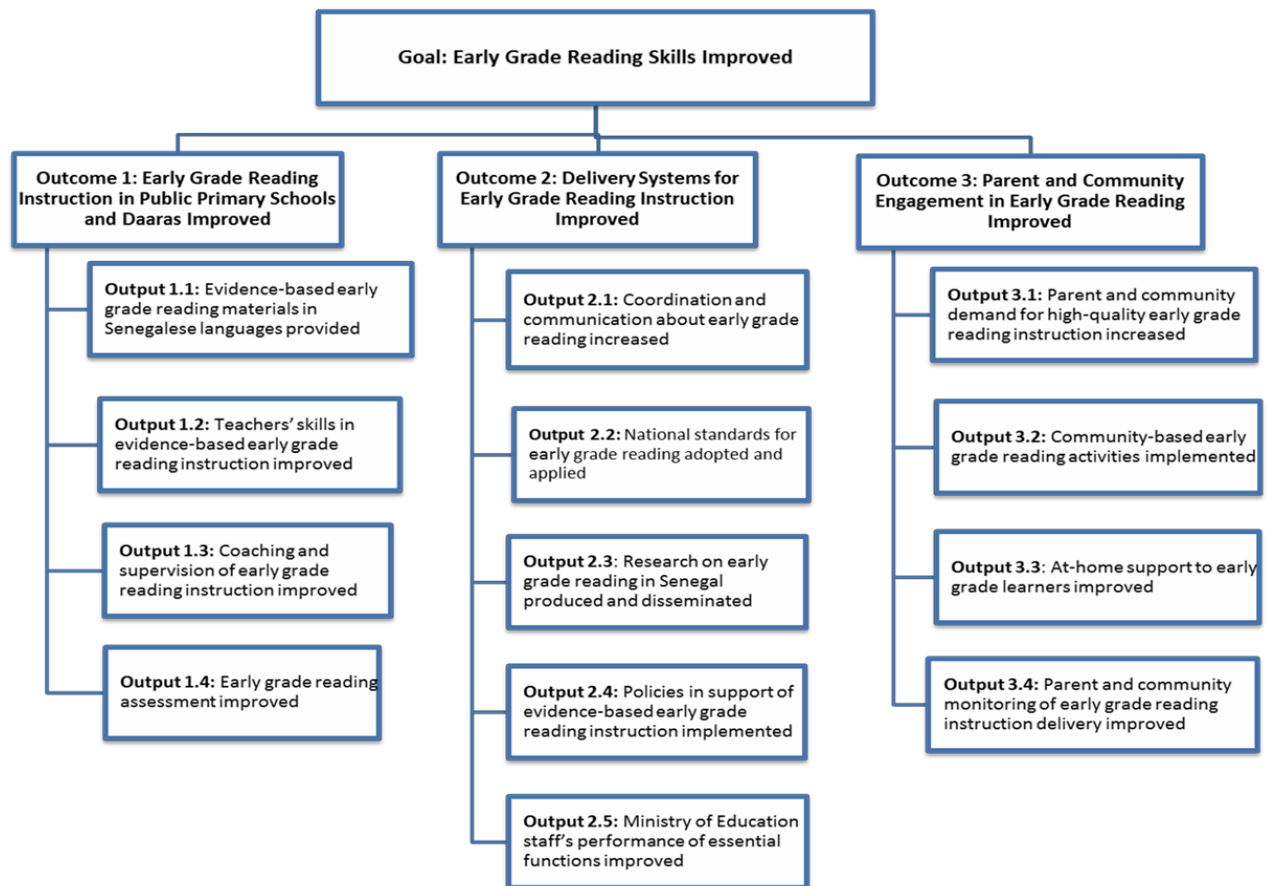
I. INTRODUCTION

A. Program Overview

The Government of Senegal and its *Ministère de l'Éducation nationale* (MEN) have launched a national reading program, *Lecture Pour Tous*, to significantly increase reading outcomes for students in the early grades. USAID's primary technical assistance initiative to aid *Lecture Pour Tous*, contracted under USAID/All Children Reading and referred to here as simply *Lecture Pour Tous*, is funded by the United States Agency for International Development (USAID) and implemented by Chemonics International and its consortium of partners in support of the Senegalese National Reading Program led by the MEN? *Lecture Pour Tous* began at the end of October 2016 and runs through July 10, 2021, aiming to greatly improve reading levels for students in Grades 1-3 through an effective, sustainable and scalable national program. This technical assistance program targets three outcomes to achieve this goal: improved early grade reading instruction in public primary schools and *daaras*, delivery systems for early grade reading instruction, and parent and community engagement in early grade reading.

To achieve this, the *Lecture Pour Tous* team and partners facilitating a politically savvy process to consolidate efforts around early grade reading in national languages in Senegal, capitalize on the best of renowned Senegalese expertise and experience, and complement these local assets and resources with world-class expertise from people who have applied the international evidence-base to achieve this kind of change in Senegal and elsewhere. Emphasis is placed on the idea that *Lecture Pour Tous* is there to serve the Ministry and the program's dedication to the concept of "*faisons ensemble*." The French name of the program underlines its commitment to serving as a resource to the Ministry and to the concept of "*faisons ensemble*"; we are here to assist the MEN, not vice-versa. *Lecture pour Tous*'s approach is unique in that its goal is to ultimately render itself redundant. By the 2018-2019 school year, the MEN should be ready to implement the National Reading Program essentially on its own in the region of St. Louis; by the end of *Lecture Pour Tous*, the Ministry should be taking over both core costs and full leadership of actions at scale.

B. Results Framework



2. PERFORMANCE, CHALLENGES AND LESSONS LEARNED

A. Overview

Year I of the Lecture Pour Tous program was focused on establishing working relationships with the MEN actors the program assists, helping the Ministry articulate and launch its National Program for Reading, and making a significant concerted effort to prepare for the coming school year of implementation in school-communities with an experimental edition of curriculum and materials, teacher training, and community and family engagement. Initial work also began on the applied research and policy dialogues that inform ongoing practices, key issues such as teacher deployment for national language instruction, future editions of the curricular package and materials, and related training programs. In addition, Lecture Pour Tous began assisting the MEN in assessing and planning for performance improvement related to key systems needed for the delivery of high-quality early grade reading instruction.

Over the course of Year I, Lecture Pour Tous worked with MEN counterparts at the central level to support annual outputs by reviewing existing materials, systems, lessons learned, and the international evidence base related to all three Outcome areas and cross-cutting work. Lecture Pour Tous and the MEN also worked jointly to prepare communications, coordination strategies and mechanisms to support the National Program for Reading, to prepare and commission research needed to inform early program implementation per the Year I research agenda, and, most critically, to develop a harmonized curricular model for reading (*modèle harmonisé*) with a first edition of Grade I teaching and learning tools printed in the three target languages (Wolof, Pulaar, and Serer) for the 2017-2018 school year.

At the regional and local level during Year I, the primary activities consisted of conducting communication and context analyses through stakeholder consultations and forums related to the National Program for Reading, and other actions to prepare for activity implementation during the coming school year. The initial consultations and forums served to raise awareness and promote local ownership of the national program, identify promising practices from the field (among teachers, administrators, community and family members, civil society, and nongovernmental organizations (NGO), etc.) based on their experiences with previous reading initiatives, and acquire insight into current incentives for and against both promoting early grade reading generally and reading in national languages in particular. Additional ground-level activities in Year I included conducting the first studies in the research agenda, including the exercise to map and identify the choice of the school-community with regard to the LI language of instruction based on the language in common among young students in each school-community.

Key Highlights of Year I include:

1. Assistance to the May 2017 launching of the National Reading Program “Lecture Pour Tous,” which publicly announced the Government of Senegal’s intention to make early grade reading a priority and to use national languages to get all children reading.

2. Development and approval of the experimental edition of Grade 1 teacher and student tools based on an updated, harmonized model for teaching and learning reading that incorporates the latest international evidence base while adhering to the national *Curriculum d'éducation de base* (CEB). This milestone contributes to the achievement of Output 1.1: Evidence-Based Early Grade Reading Materials in Senegalese Languages Provided.
3. Measurement of the early grade reading assessment (EGRA) baseline for the 6 regions targeted by *Lecture Pour Tous*, which will help to guide the setting of national early grade reading standards in Senegal, inform future editions of reading materials, and contributes to achieving Output 1.4: Early Grade Reading Assessment Improved.
4. Training of 1,124 school directors and, before that, 94 regional trainers (inspectors, trainers in the *Centre Régionaux de Formation de Personnels de l'Éducation* [CRFPE]) and across the four regions targeted for the first year of implementation. *Lecture Pour Tous* and the MEN organized the training of trainers/inspectors in Matam and Kaolack from September 4-12, 2017 and the school director training September 25-30, 2017. These directors represent the first cohort of schools targeted by the program, and their teachers will be trained in the first week of the coming quarter. These trainings contribute to the achievement of Output 1.2: Teachers' Skills in Evidence-Based Early Grade Reading Instruction Improved.
5. Development and validation of a student timetable that integrates national languages (a child's first language, or "L1") into targeted Grade 1, or *Cours Initial (CI)*, classes. The validation took place on September 8, 2017 under the leadership of the *Direction d'Éducation Élémentaire* (DEE). This milestone contributes to the achievement of Outcome 1 and Output 2.4: Policies in Support of Evidence-Based Early Grade Reading Instruction Implemented.
6. The establishment of the community of practice with critical early exchanges to capitalize on efforts and lessons learned to date from multiple organizations working to improve parental and community engagement in student learning. The work contributes to the achievement of Outcome 3. 1: Parent and Community Demand for High-Quality Early Grade Reading Instruction Increased.
7. Validation of the teacher training guide. The *Lecture Pour Tous* team facilitated this validation in close coordination with USAID, the DEE, and relevant education officials such as the *Direction de la Formation de la Communication* (DFC), *Institut National d'Étude et d'Action pour le Développement de l'Éducation* (INEADE), and *Direction de l'Alphabétisation et des Langues Nationales* (DALN). This work contributes to the achievement of Output 1.2: Teachers' Skills in Evidence-Based Early Grade Reading Instruction Improved.
8. Printing of 4,080 total copies of 12 different materials for the training of school inspectors and directors in preparation of the training of teachers. This activity falls under Outcome 1.

	Material	Number of Copies
1	Application Document	1,255

2	Technical note on the links between L1 and L2	1,255
3	Trainer guides	130
4	Serer student tool for classroom use	166
5	Pulaar student tool for classroom use	166
6	Wolof student tool for classroom use	166
7	Serer student tool for home use	166
8	Pulaar student tool for home use	166
9	Wolof student tool for home use	166
10	Serer teacher guides	166
11	Pulaar teacher guides	166
12	Wolof teacher guides	166

B. Performance

i. Crosscutting

a. Coordination & Communication

During Year 1, Lecture Pour Tous focused on building and reinforcing synergies between stakeholders, partners, USAID, and all levels and structures of the *Ministère de l'Éducation nationale* (MEN). Lecture Pour Tous Senior Management recruited and onboarded a team of highly qualified staff, identified technical counterparts within the Senegalese education system, and signed subcontracts with local and international organizations. Other Key activities achieved are highlighted in the below sections.

The National Reading Program and Lecture Pour Tous launch. The success of the launch was the result of planning and collaboration among a range of stakeholders, including Lecture Pour Tous staff, MEN senior officials, USAID Senegal, the *Inspection d'Académie* (IA) of Kaffrine, local vendors and teachers at the Waly Fata Ndiaye elementary school and a range of press (radio, newspaper, and television). During the week leading up to May 18, 2017, staff traveled to Kaffrine to work with the IA of Kaffrine and assist in final preparations. The team also met with school teachers and administrators to solidify the launch agenda and confirm the attendance of high profile speakers including Minister of Education Mr. Serigne Mbaye Thiam, USAID Mission Director Lisa Franchett, representatives of the mayor of Kaffrine, the President of the *Fédération Nationale des Parents d'Élèves du Sénégal* (FENAPES), President of the *Union des Associations d'Elus Locaux* (UAEL), and a representative of *daara* koranic schools.

Develop and sign Memorandum of Understanding (MOU) for embedding Lecture Pour Tous staff with MEN structures at the central IA, and IEF levels. Lecture Pour Tous developed MOUs for embedding its staff within MEN structures in Quarter 3 and 4. Under the leadership of the MEN's General Draft, MOUs will be further reviewed and formalized in Quarter 1 of Year 2.

Installed Lecture Pour Tous technical staff at the central, IA, and IEF levels of the MEN. During the third quarter, Outcome 2 technical staff were installed at the central MEN level. Regional (IAs) and department (IEFs) partners have additionally agreed to the installation of relevant Lecture Pour Tous staff at their offices in principle.

In Quarter 4, the Lecture Pour Tous leadership team prepared two major activities with MEN and program counterparts. Together, they developed the Year 2 Annual Work plan and trained regional trainers (school inspectors and other relevant regional staff), school directors and teachers in Dakar and in the four targeted regions and departmental IEFs *Development of the year 2 Annual Work Plan*. The Lecture Pour Tous Leadership team and staff developed the Year 2 Annual Work Plan using the following process:

- The Lecture Pour Tous leadership team created an internal task force to conduct a review of the Year 1 Annual Work Plan to evaluate crosscutting, the outcomes of the three implemented activities, and to propose methodology for the annual work development. The work sessions also represented an opportunity to share performance concerns, challenges, and lessons learned in order to solidify a common vision and understanding of the program mission, objectives, methods, and rollout processes.
- The Lecture Pour Tous technical and program teams then produced a draft of Year 2 planned activities.
- The team then led work sessions with the DEE and its technical staff to review and prepare a consolidated draft of Year 2 planned activities. The work sessions included USAID.
- Based on lessons learned during the Year 1 work planning, the team conducted regional consultations prior to the validation workshop. From July 24 through August 4, the team led consultations with each relevant structure of the MEN to present what was accomplished in Phase I, collect feedback and suggestions for a revised Year 2 implementation plan, and to agree on the logistics and agenda of the final phase of work planning. The Chief of Party, USAID Contract Officer Representative (COR), and the DEE traveled to Matam and the Kaolack Zonal Coordinator and Policy Coordinator traveled to Fatick, Kaffrine, and Kaolack to hold consultations in the four targeted regions for 2017-2018 with IAs, IEFs, and CRFPEs.
- From August 10-12, 2017, the team led the Year 2 Annual Work Planning Workshop at Les Filaos hotel in Saly with the DEE, USAID, *Inspections des Daaras*, DFC, DALN, *Direction de l'Administration Générale et de l'Équipement (DAGE)*, *Centre national des ressources éducationnelles (CNRE)*, FENAPES, *Union Nationale des Parents d'Élèves et d'Étudiants du Sénégal UNAPEES*, *Système d'Information du Ministère de l'Éducation Nationale (SIMEN)*, *Direction des Ressources Humaines (DRH)*, *Faculté des Sciences et Technologies de l'Éducation et de la Formation (FASTEF)*,

DEXCO, IAs (from Kaolack, Kaffrine, Fatick, and Matam), CRFPE, *Cadre de Coordination des Interventions sur l'Education des Filles (CCIEF)*, *Collectif des daaras modernes*, *Syndicats d'enseignants/Instituteurs et Inspecteurs*. Due to scheduling conflicts, INEADE, the *Direction de la Planification et de la Réforme de l'Education (DPRE)*, and the Secretary General were not able to attend.

Support and preparation of the training sessions for inspectors, directors and teachers. The implementation of the training cascade model that aims to form and train a national team as well as regional team of trainers to carry out training sessions in Kaolack, Kaffrine, Fatick, and Matam, for a targeted total of 1,300 CI teachers and *daara* instructors and 1,135 school and *daara* directors required a precise planning process.

The Lecture Pour Tous team implemented this planning process in coordination with the *équipe technique nationale*. Together, they held consultations and meetings with MEN counterparts to clearly identify targeted participants, conduct technical preparation to ensure training materials were ready, and establish an adequate information sharing mechanism between the MEN and the participants to allow them to attend training sessions properly.

Continuing to reinforce processes with MEN for a better synergy and coordination of the program activities. Throughout Quarter 4, the Lecture Pour Tous Program Director collaborated with the DEE and key MEN counterparts to coordinate and monitor planned programmatic activities. This coordination included closely following up on MEN administrative approvals of activities and terms of reference (TOR), which was critical in ensuring that work continued in concert and on schedule. The process established for this coordination greatly facilitated the implementation of program activities, including in the regions and at the departmental level with the support of the Lecture Pour Tous zonal staff in collaboration with the IAs and IEFs.

b. Operations

During the first year of implementation, the operations team focused on efforts to establish financial, procurement, human resources (HR), and logistics systems to support all technical activities. Early in the year, the Operations Manager recruited and onboarded the key staff members of the operations team at the central level in order to have the right people in place to manage these systems. As part of these efforts, the HR team developed and disseminated the policy manual for the project. The procurement team developed a procurement plan and by the end of the year procured seven vehicles for project use, as well as equipped all three offices with air conditioners, desks, chairs, printers, laptops and cell phones for all employees, internet and phone service, and other essentials for project operations. The finance team opened bank accounts in Dakar, Kaolack, and Louga, before closing the account in Louga and opening a new account in Matam following the shifting of our zonal office.

The Operations Manager and Deputy Chief of Party (DCOP) worked closely with the zonal coordinators and recruiters to ensure that the zonal offices were fully staffed. The zonal coordinators identified office space in their respective zones, and then the operations team put leases in place and ensured the offices were fully equipped. The team also facilitated the move of the Louga office to Matam. The procurement team worked with the Safety and Security Focal Point (SSFP) to identify a security guard service to provide 24/7 monitoring and guard services in all offices and panic buttons for expatriate and Third Country National (TCN) residences. In addition, the SSFP established a phone tree and emergency action

plan, ensured the offices were all equipped with a safe gathering space, and oversaw the installation of fire detection equipment in all offices. Throughout the year the operations team conducted recruitment with support from various recruitment specialists, with the exception of a four-month hiatus due to USAID's request to pause while decisions were made regarding the regions and activities the project would target in Year 1. As of the end of Year 1, 70 positions have been filled, but two employees departed the project and two were lost due to a tragic car accident. In addition to those four replacements, the operations team is making a concerted effort to recruit an additional 36 positions in the first quarter of Year 2 implementation to complete the team.

ii. Outcome 1: Early Grade Reading Instruction in Primary Schools and Daraas Improved

I. Overview/Crosscutting Activities

Establish the technical committee for reading, with subcommittees in charge of developing technical and pedagogical specifications for the manuals, guides, and other materials; developing and implementing teacher training and coaching of teachers, directors, trainers; and early grade reading assessments. The Lecture Pour Tous team successfully established the technical team/subcommittee for the *modèle lecture* in the second quarter of Year 1 and adopting a draft TOR in the third. At this point, all functions originally envisioned for subcommittees related to teaching and learning reading in the classroom will be subsumed in the technical team/subcommittee for the *modèle lecture*.

Review of the local book supply chain and make recommendations for improvements. In the third quarter, Vincent Bontoux, international Book Chain and Education Publishing Specialist, supported the team with multiple activities related to the bidding processes for the printing and procurement of the 2017-2018 teaching and learning materials for CI, including helping to develop: a step-by-step guide for evaluators of the student tools bid; an itemized marking sheet covering various marking blocks of the evaluation; and itemized evaluation guide and marking sheet to select the alphabet charts; and the bidding documents for the read-aloud/classroom texts, alphabet charts, and teacher guides.

Due to the urgency and complexity of the Request for Proposals (RFP) and Request for Quotations (RFQ) for the printing and distribution of CI materials, Mr. Bontoux spent less time than planned on the book supply chain study itself. However, by helping to develop the bidding documents, Mr. Bontoux and the team gained significant insight into the Senegalese book chain distribution process and channels through consultations with the MEN and other donors active in supporting the textbook supply chain in Senegal. Mr. Bontoux and the rest of Lecture Pour Tous team also researched the extent to which Dakar-based publishers could make off-the-shelf purchases available or develop children's books in Wolof, Pulaar, and Serer. This initial research has helped the team deepen its understanding of the private publishing capacity in Senegal and the international landscape for printing textbooks. This understanding will inform the further study of the Senegalese book supply chain that Mr. Bontoux and relevant other team members will undertake in the following quarter. This study will then inform both upcoming procurements with the private publishing industry and MEN systems generally for budgeting, selecting, procuring and distributing textbooks, particularly for early grade reading.

2. Performance by Output

Output 1.1: Evidence-based early reading materials in Senegalese languages are provided

In the final quarter of Year 1, the Lecture Pour Tous team successfully completed the experimental edition of the CI teacher guides, approved by both USAID and the MEN. The guides include scripts for all lessons in the new, harmonized CI reading program for LI and link directly to the student tools. Also in Quarter 4, the team successfully completed the procurement process for the printing of all teacher and student materials for use at the beginning of the 2017-2018 school year.

Previously, in Quarter 3, the Lecture Pour Tous staff, including those from Associates in Research and Education for Development (ARED) and SIL LEAD, worked diligently in weekly meetings/workshops to finalize the student tools in Wolof, Pulaar, and Serer for use in both the classroom and at home. All materials, including scopes and sequences were shared with the USAID and validated by the MEN. In a parallel process, a team of technical and operations staff drafted the RFQ/RFP and the notice to ensure materials reach targeted schools on schedule. The team prepared a first draft of the plan for the teacher guide development on June 28, 2017 at the *l'Inspection Générale de l'Education et de la Formation* (IGEF), where it was decided that the same materials would be used in both public schools and in *daaras*.

Technical Preparation for Reading Model

Over the course of Quarter 2, Lecture Pour Tous held technical meetings on the technical and pedagogical specifications that resulted in a consolidated reading model for teaching reading in LI. The Outcome 1 team held several workshops for the technical subcommittee *modèle de lecture* to discuss and finalize the draft Technical Note.

Review and agree upon the orthography of Wolof, Pulaar, and Serer and reach consensus on the scope and sequence for teaching reading in Wolof, Pulaar, and Serer for Grade 1 upon existing manuals. By the end of March 2017, the subcommittee reviewed the methodological elements needed to develop the first 15 lessons in the three languages. Initial consensus emerged regarding the linguistic scopes and sequences and orthography for each language, and on how to make connections between LI and L2 in lesson planning. The last workshops focused on lesson plan format and structure for LI and the components of each lesson for language groups to consider when designing all lessons. The teams in charge of drafting lessons are now prepared to start planning activities and designing materials for Grade 1.

Develop a reference document for the technical and pedagogical application of the early grade reading model as a guide for other national languages (will include Mandinka, Joola, and Sooninke specialists from the MEN in the process). Lecture Pour Tous produced a draft Technical Note that includes the fundamentals for the technical and pedagogical application of the early grade reading model that can be used for developing curricula packages for the other national languages once approved by all stakeholders.

Hold technical meetings on the technical and pedagogical specifications (Technical Note) that will result in a consolidated reading model for teaching reading in LI and consensus on the linguistic and curricular scopes and sequences for teaching reading in Wolof, Pulaar, and Serer for Grade 1. Together, the technical Reading Model subcommittee, which includes the DEE, INEADE, DALN, and Lecture Pour Tous advisors (including

ARED and SIL), worked to achieve the following three results in relation to the core reading model for teaching reading in LI:

1. Incorporated principles from the international evidence base and USAID guidelines on how to develop decodable texts for early reading following clear scopes and sequences.
2. Worked within the framework of the *Curriculum d'Education de Base* (CEB), following its structure and well-defined key competencies.
3. Responded to the bilingual model of the MEN, which is still under development.

The team held numerous workshops between April and June 2017 to ensure consensus on this model and craft materials supporting it. On June 22, 2017, the Lecture Pour Tous team presented to USAID the guiding principles of the approach, the scopes and sequences in each language, detailed descriptions of all lessons for the 25-week period of the school year, and the model lessons for the student early grade reading classroom textbook and the take-home student book. The student tools based on these pedagogical specifications are described in more detail in the following section.

Materials for public school students and teachers in Wolof, Pulaar and Serer for Grade I

Revise and finalize the technical and pedagogical specifications for CI student's tools in the three languages and in the first year of daaras. Early in Year I, the Lecture Pour Tous team met with the MEN and USAID to discuss publisher and printing options this year. All parties agreed to develop experimental student and teacher “tools” to test with students and teachers during the 2017-2018 school year to both get some early gains with the first cohort of students while also trying out the materials in order to inform the technical and pedagogical specifications that will then be used to procure textbooks and guides developed by private publishers for the 2018-2019 school year.

Developed, finalized, and shared with USAID the student tools (classroom book and take-home book) for Grade I. A key highlight of the third quarter was the development of the first version of the student tools (for school and home) for Grade I. During the fourth quarter Lecture Pour Tous incorporated feedback received from USAID and the MEN and finalized the materials. All three languages have lessons that follow their own customized linguistic scope and sequence and contain 25 weeks of lessons.

Development and publication of the RFQ/RFP for the printing and distribution of student materials. The Outcome I and Operations teams drafted the RFQ/RFP and the international notice to ensure printing and distribution of materials are reaching targeted schools on time. Notices were published in the *Soleil*, *Observateur*, *Quotidien*, and *Jeune Afrique* on June 22, 2017. The team wrote and validated two bidding documents a *demande d'appel offres* (DAO), the first to procure the printing and distribution of reading tools, while the team use the second to procure sets of read-aloud/classroom texts in each language from books already on the market. The team also launched and a *Demande de Devis* (DDD) for the printing and distribution of alphabet charts and completed this procurement as well. As part of this process, Lecture Pour Tous issued a large number of tender notices in the aforementioned daily newspapers.

Validation of the drafting, printing and distribution of materials. During the fourth quarter, USAID and the MEN finalized and validated student tools, student workbooks (take-home tool), teacher guides, and alphabet charts for CI classes and *daaras*.

As the selected provider for the printing and distribution of reading materials for CI students, Italy-based Rotolito Lombarda submitted a mock-up of the printed copies of the reading at the end of the procurement process. The Lecture Pour Tous team evaluated this mock-up together with USAID. Rotolito then corrected the printed versions per the consolidating feedback and suggested corrections, and all parties validated the final printed version of each document, which was then sent to print. A total of 90,400 copies of the student tools were printed:

- Grade I student tools in Wolof: 24,560
- Grade I student tools in Pulaar: 10,170
- Grade I student tools in Serer: 10,470
- Grade I student workbooks in Wolof: 2,450
- Grade I student workbooks in Pulaar: 10,170
- Grade I student workbooks in Serer: 10,470

The distribution of teaching materials in schools is planned for the beginning of the next quarter (October 2017).

Conduct and integrate feedback from gender and inclusivity audit for materials produced for CI. In Quarters 3 and 4, the Gender Specialist helped conduct the audit of the student and teacher materials, and the team integrated all corrections into the final versions.

Draft of teacher tool for CI. The team and MEN counterparts finalized and validated the teacher tool in Quarter 4. After the technical and operations teams evaluated and worked to correct the printed versions of the guide, 2,800 copies of teacher guides and 1,150 alphabet charts were printed. The distribution of these materials began in late September and will continue through the teacher training cycle that ends in mid-October, 2017.

Develop the technical and pedagogical specifications for the identification and printing of existing readers for use in Grade I for the 2017-2018 school year and Acquisition of a package of 10 reading books allowed for each class of public schools and daaras. The team worked in May and June 2017 to develop the specifications to identify and print existing readers to be used by teachers for dialogic read-aloud purposes as integrated into the lesson plans. A total of 10 storybook-readers per language are in the process of being procured for this purpose and will be delivered to schools in the coming quarter. The procurement process in Quarter 4 revealed that there were sufficient existing texts that meet these specifications in Wolof and Pulaar, and then some translation was required to quickly obtain a sufficient number of texts in Serer. Following the RFP for this procurement tender, two offerors submitted bids. Given the technical aspects of the work, the evaluation committee comprised members of the DALN and Lecture Pour Tous and evaluated spelling, other linguistic conventions, compliance with socio-cultural norms, gender equality, and the appropriateness of the texts and illustrations for CI students. At the end of the evaluation process, the evaluation committee selected DIDACTIKOS, which is currently working on finalizing texts based on committee feedback. The next step will be the printing and distribution scheduled for the next quarter for teachers to use with the corresponding read-aloud lessons that begin later in the program.

Tools for *daara* students and teachers in Wolof, Pulaar and Serer for Grade 1

Form a consultation working group to introduce early grade reading curricula in Daaras to provide recommendations to adapt contents of the teacher training for daaras in Wolof, Pulaar, and Serer in Year 1; Conduct consultations on expectations of the early grade reading program in daaras; use technical and pedagogical specifications for the development of teacher tools for daaras in Year 1 for Wolof, Pulaar, and Serer; issue calls to private publishers for the final publishing and printing of daaras manuals, and contract with the selected provider for the printed materials (June). Lecture Pour Tous had originally planned to help the *daaras* inspectorate form a consultation working group to introduce early grade reading curricula in *daaras*. This group would provide recommendations for adapting content of the teacher training for *daaras* in Wolof, Pulaar, and Serer in Year 1. The team also planned to conduct consultations on expectations of the early grade reading program in *daaras*. However, after various consultations with the MEN partners at the regional and central levels and with the *daaras* inspectorate, the team agreed not to prepare a separate package of early grade reading tools for *daara* teachers and students this year as regional experience and findings demonstrate that students attending *daara* schools tend to perform, on average, at the same level as students from mainstream public schools using the same reading materials.¹ Lecture Pour Tous did, however, help develop separate introductory training modules for *daara* teachers and administrators to account for their differing qualification levels. These modules introduce them to basic EGR principles and practices in addition to their participation in the training sessions planned for all targeted teachers.

Though the student materials were not tested in *daaras* due to time constraints, the MEN and Lecture Pour Tous technical teams agreed that the materials are well-structured, explicit, simple, and user-friendly. The team will also garner feedback from the *Daara Inspectorate* and *daara* instructors on the use of the experimental materials early in the 2017-2018 school year in order to inform the CI and CP (*cours préparatoire*, or Grade 2) specifications that will be developed for the 2018-2019 school year.

Furthermore, given the *daara* selection criteria established in Quarter 4, which includes the requirement that each *daaras* have a teacher who is fully literate in Latin characters and has the *Certificat de Fin d'Etudes élémentaires* (CFEE) and/or certification in national languages, the Lecture pour Tous team estimates that the *daaras* teachers will be able to follow the teacher guide. The supplemental training noted above is designed to help close the gap as much as possible between *daaras* instructors and traditional primary school teachers.

Output 1.2: Teachers' skills in evidence-based early grade reading instruction is improved

In the final quarter of Year 1, the Lecture Pour Tous team successfully completed the development of all teacher training materials for the introductory training of teachers and directors in the new, harmonized reading model for CI. The team also worked with the MEN to train trainers and then school directors in the updated teaching and learning methods and corresponding materials, and prepared for the final stage of training that will be delivered to teachers in the beginning of Quarter 1 in Year 2.

¹ The Early Literacy in National Languages Pilot Program, Year I, Ex-post Assessment. Prepared by Pei-tseng Jenny Hsieh for the Ministry of Basic and Secondary Education, the Gambia, 2013 (unpublished report); and The Early Literacy in National Language Pilot Program, Year III evaluation Study. Prepared by Pei-tseng Jenny Hsieh for the Ministry of Basic and Secondary Education, the Gambia, 2014 (unpublished report).

Review existing teacher training and coaching models and programs, specifically in primary schools. The technical team for the *modèle lecture* began reviewing existing teacher training and coaching models and programs in March 2017 with the establishment of a teacher training task force in close coordination with the DFC. This task force reviewed existing teacher training and coaching models and proposed options based on the *Programme d'Amélioration de la Qualité et de la Transparence (PAQUET)* national education strategy and the proven efficiency of existing models.

Drafted the Training Plan and submitted to USAID. The Lecture Pour Tous Training Plan was approved by USAID on September 19, 2017 after a comprehensive process of plan development, review, revision, and validation. The Plan includes the Lecture Pour Tous approach for a) training of trainers to deliver pre-service and in-service teacher training; b) training of teachers in public primary schools and *daaras* by trainers; c) training of coaches and supervisors to support improved teacher practices; and d) the content and modes of delivery. Overall the plan provides a strategic and technical road map for the achievement of Output 1.2: improved teachers' skills in evidence-based early grade reading instruction and Output 1.3: improved coaching and supervision of early grade reading instruction. The Training Plan also describes the training system, the make-up of the training teams, the approach and frequency of the trainings, and the focus of each training module. According to the plan, a seven-day training will take place for targeted CI teachers at the start of the school year (October 2017) following the national and regional training of trainers. The Training Plan also anticipates the use of simulations and videos to demonstrate the main reading methodology, good teaching practices, and to help to quality loss through the training cascade.

Previously in Quarter 3, the Lecture Pour Tous team drafted a comprehensive training plan for the five-year program to train trainers, coaches, directors, and teachers. The team then established a Task Force to lead consultations at the central and regional levels in Kaolack, Kaffrine, Fatick, and Matam to help inform the Training Plan. The Task Force included the key MEN training institutions such as the DEE, DFC, IGEF, FASTEF, INEADE, DALN, and the Inspectorate of *daaras*. The Task Force led the review of existing teacher training programs and modules, which included ICT and training modules developed by IFADEM, 10 CRFPE modules for the training of teachers in multilingual contexts, ARED and *Enseignement Multi-Langue (EMiLe)* training modules for the bilingual education.

In Quarter 2, the Task Force and team held an initial regional workshop in Kaolack for 60 participants from the four IAs, 15 IEFs, CRFPEs, *Daara Inspectorate*, and central level actors (DEE, DFC, and the *Université Cheikh Anta Diop*). Based on consultations and meetings held in April 2017, the Task Force received the following relevant recommendations, which were then integrated into the Training Plan:

- Revisit the elements of pre-service training in the CRFPE, continuing education in the IEF, schools and units of education and coaching of all the teachers involved in the program;
- Make appropriate selection of inspectors at IEFs, CRFPE trainers and other local expertise with proven experience in coaching teachers;
- Define the criteria for the selection of trainers.

Teacher Training Model Orientation Workshop for the National Team of Trainers. On June 28, 2017, the team held a Teaching Training Model Orientation Workshop for the national team of trainers at *Générale GEF*. The objective of the workshop was to share the LI early grade reading model, the student materials, the

teacher training plan, planned use of ICT in teacher training, and the training methodology and content. Twenty-five people participated from IGEF, FASTEF, DFC, CRFPE, the Daara Inspectorate, and DALN. Participants underlined the need to train teachers on transcription of the national languages and to prepare modules for the preparation of teachers and directors of *daaras*.

Information and Communication Technology (ICT) and training: Use of Cost-Effective ICT in Training and Continuous Professional Development

As part of the Training Plan, the team developed a cost-effective strategy for the use of ICT in training and continuous professional development. This ICT component will accompany and help reinforce the trainings for teachers, directors, inspectors, and key technical leads within the MEN who are driving the new reading model. The ICT strategy will be integrated into MEN's existing systems and support the latest ICT policies and plans for education and training developed by the DFC. The purpose of the ICT strategy is to have a cohesive system of ICT tools that will work together toward the successful implementation and monitoring of the new reading model, instructional approaches, and student and teacher materials in the classroom.

During the third and fourth quarters, the team held extensive consultations with key MEN stakeholders, public-private partner Orange Labs/Sonatel, the DFC, and SIMEN. The Lecture Pour Tous team also led consultations on the ground with teachers and school directors on phone usage and other relevant ICT questions. Through this collaborative process, the team confirmed that the DFC and SIMEN will be the key actors in implementing the ICT portion of the Training Plan. the Lecture Pour Tous ICT staff will also facilitate coordination with Orange Labs/Sonatel under the private-public partnership supporting the National Reading Program. Lecture Pour Tous' home office Monitoring, Evaluation, and Learning (MEL) Director for Technology and its international ICT Advisor will continue to provide support to the further development and the implementation of the ICT strategy. Further details on the ICT strategy can be found in the Training Plan submitted on May 26, 2017. In brief, ICT for training and continuous professional development will be used in the following ways:

1. During pre-service training, face-to-face workshops, coaching, and teacher learning circles, with audio and video supports.
2. By enabling remote follow-up to training and coaching to provide technical support, encourage continuous feedback, share innovations and successes among peers, and build a community of practice, though push SMS messages, interactive SMS-based question/expert response system, quizzes and questionnaires, and a virtual private network (VPN) linking teachers, directors and inspectors/resource people together through free calling and SMS.
3. For teachers, directors, inspector/resource people and training instructors to have access to key documents and multimedia files at all times.
4. For data collection, visualization and analysis related to teacher practices, coaching, and supervision using mobile, cloud-based data collection tools linked to MEN and Lecture Pour Tous platforms

In the fourth quarter, the team worked with the DFC and SIMEN to refine the plan for piloting these ICT supports during the 2017-2018 school year. This plan will start with a modest roll-out in a subset of targeted schools and educators, systematically learning from this experience, and then determine which components should be scaled up and how for the following school year. The training of school directors and inspectors on the coaching and supervision in Quarter I Y2 will include an orientation on the ICT components that will be introduced during the 2017-2018 school year.

Develop teacher training program for teaching early grade reading in CI in 2017-2018

Review existing teacher training modules and programs, for monitoring and coaching in early grade reading, in Senegal and elsewhere). During the last month of the second quarter, and in the process of developing the comprehensive teacher training plan, the teacher training task force worked on reviewing existing teacher training modules and programs for monitoring and coaching in early grade reading in Senegal and elsewhere. This activity continued during the third quarter and contributed to the development of a training and coaching model for the 2017-18 school year.

Develop in-service teacher training plan and program for the first year of Lecture Pour Tous (to include an activities calendar). In June 2017, the Task Force and Outcome I team began work with MEN leadership on the calendar for trainings during the 2017-2018 school year. Following various consultations and workshops, the training plan, student tools for schools and homes in three languages (Wolof, Pulaar, and Serer), and the teacher guide were produced. These consultations paved the way to the following training sessions which took place in Quarter 4:

- **Training of the National Team of Trainers (September 4-9, 2017):** In order to help MEN develop and implement learner-centered interventions Lecture Pour Tous created a national team of trainers, emphasizing teacher, director and inspector capacity building to improve teaching learning practices and school performance. In a six-day workshop, Lecture Pour Tous worked closely with DEE, INEADE, *Daaras Inspectorate*, DALN, *Université Cheikh Anta Diop* (UCAD,) ARED and SIL LEAD to determine how to organize the team, its roles and responsibilities and the coordination of its activities. The Lecture Pour Tous team shared the training program with everyone and facilitated a discussion to allow every member of the National Team of Trainers to build a common understanding of the reading model. During these preparatory meetings, the National Team of Trainers also reviewed the training tools, the production process followed, the pedagogical approach adopted, gender and inclusion, and the role ICT plays in teacher support. Participants became familiar with the training modules using various interactive techniques such as modeling, simulation, group demonstration, and plenary sessions. All participants plan on participating in further sessions, with the exception of CRFPE representatives who will be unable to participate further due to a scheduling conflict with another training course they are responsible for. After the Regional Training Team training and specification of the roles of each participant, the national team of trainers split into two groups: 14 trainers were chosen to lead

Amadou Makhtar Sy, a member of INEADE and the national team of trainers, commented, “The five days we have just spent together allowed us all to share, very clearly, the fundamentals of the [reading] program.”

the Kaolack training sessions, while seven others lead the Matam sessions. The trainers were well prepared and ready for the regional training sessions.

- **Training of the Regional Teams of Trainers (September 11-19, 2017):** The efforts of the technical and zonal teams to liaise continuously with MEN counterparts at the IA and IEF level through emails, phone calls and meetings resulted in the identification of inspectors to take part in the training of the regional team of trainers and the organization of the training workshops. The combined efforts of all ended up with 123 trainees: 100 Inspectors in Kaolack and 23 in Matam. There were only two female inspectors; one in Kaolack and one in Matam.

DEE representatives presided over sessions in both locations. These representatives emphasized the importance of properly training the Regional team of trainers, underling that their ability to train school directors and teachers will play an important part in ensuring the success of the reading program.

“If I had only one testimony to give, it would be this: I can guarantee that the children of Fatick, Kaolack and Kaffrine WILL READ!”

“What I will primarily take away from the trainings are two essential points: the quality of the modules and the working atmosphere that prevailed.”

– Assana Badji, IEF of Kaolack Commune

The training covered several topics, including early grade reading in LI, reading skills transfer from LI to L2, the *je fais nous faisons tu fais* approach, pre-reading activities, the five components of reading, and gender and inclusion and the classroom, among others. Participants had the opportunity to practice modeling using demonstration and simulation. They were learning by doing, singing the alphabet and using ice breakers while working in a relaxed atmosphere. Every day by 5:00 PM, sessions were evaluated by participants, and the trainers held debriefing short meetings to discuss what did not go

well and to prepare for the next session. Whenever possible, those different remarks and suggestions were taken into account to improve the coming sessions; regional teams of trainers held preparatory meetings to evaluate the sessions previously attended, set roles and responsibilities for each team member, constituted groups that would deal with the different tasks required for a successful training of school Directors.

- **Training of School Directors (September 25-30, 2017):** The main objective of the training was Director capacity building with regard to the new reading model. In Kaolack, Kaffrine, and Fatick 918 Directors in public schools and *daaras* attended, while 201 participated in Matam. The Lecture Pour Tous and MEN team also invited eight inspectors from Saint Louis, who took an active part in the workshops. Per IEF suggestion, the few school directors who did not participate in these sessions will attend the training of teachers in October 2017, as the module is the same.
- As compared to the training of trainers, the methodological approach and the learning outcomes for this directors’ training did not change, but trainers did a better job of presenting the materials. This was due in part to the systematization of

Highlighting his awareness of the importance of parental engagement, one school director shared, “When you have 50 children in your class, you need to keep in mind that you have 50 families in your class.”

training supervision by Lecture Pour Tous and central MEN staff, used observation grids developed by the Lecture Pour Tous team that allowed them to follow the key steps of the training activities. In addition, the trainees had evaluation sheets for the directors' training that permitted them to give their feedback after the training.

Develop plan for the first pilot phase of messages (SMS) and teacher lessons, based on technical and pedagogical specifications previously developed for the manuals. The general ICT strategy for continuous professional development, including use of SMS messages and digitization of teacher materials, was included in the Training Plan. The specific plan for the first pilot phase of SMS messages (content, frequency, feedback protocol, etc.) and digitization of tools will be developed in Quarter one or two of Year 2, together with the DFC and in partnership with the SIMEN on the ICT platforms used for these.

Adapt and make available the first pilot phase of e-modules and audio and visual support materials for training (some of which will be transmitted through mobile phones) using technical and pedagogical specifications for manuals. This activity began in Quarter 4 and some aspects will continue into Quarter 1 and 2 of Year 2. In Quarter 4, Lecture Pour Tous started recording audio material (alphabet songs) and provided copies to all participants on a training flash drive containing the electronic versions of all the tools that were developed. In year 2, Quarters 1 and 2, the digital versions of training modules and the teacher and student tools will be made available on the MEN's existing learning management system using Google Education.

Output 1.3: Coaching and supervision of the early grade reading instruction improved

Technical assistance for coaching and supervision

Establish coaching and supervision teams as part of the teacher development subcommittee. The approach for coaching and supervision of early grade reading interventions is now defined in the Training Plan adopted in Quarter 4. During the development stage, the task force reviewed existing data and best practices on efficient coaching and supervision in Senegal and internationally. Early in Quarter 1 of Year 2, the team will work to produce a toolkit for coaching and supervision, including observation tools, and corresponding training materials.

Technical assistance for tools and trainings for coaches

Review existing training modules and tools on coaching (including additional support materials developed by Partenariat pour l'Amélioration de la Lecture et des Mathématiques dans l'Enseignement Élémentaire (PALME), ARED, EMiLe, and others). The Task Force and Lecture Pour Tous technical advisors reviewed existing training modules and tools on coaching from PALME, ARED, and EMiLe as well as other USAID-funded coaching initiatives on other early grade reading programs, to outline the modules needed for training coaches. As detailed in the Training Plan, these will include the following:

- Modeling effective teaching practices
- Techniques of observation
- Giving constructive, evidence-based feedback

- Monitor teacher progress to ensure teachers and observers have a clear vision of competencies acquired and to be acquired

Training of trainers for teacher and school directors in supervision and leadership

- *Revise/develop a reading leadership and supervision plan for regional trainers and other regional staff.* This activity will be developed by the training Task Force following the development of the teacher training modules. The Task Force, with short term advisement and support from Lecture Pour Tous' international teacher training and coaching expert, will use the teacher training modules and school reading supervision packages from elsewhere to develop this reading leadership and supervision plan for directors and the inspectors and other resource people who will be training and supporting them in this role. Preliminary work on the supervision role took place in Quarter 4 and will continue into Quarter 1 of Year 2, particularly as an additional round of coaching and supervision training for directors is anticipated in November.

Output 1.4: Early grade reading assessment improved

The Early Grade Reading Assessment (EGRA) baseline study is being used to investigate levels of reading competency achieved by students in Grade 1 and 2 in schools that will participate in the National Reading Program starting in the 2017-2018 school year. Specifically, the baseline study will be used to answer the following research questions:

- What are the basic reading skills of students in Grades 1 and 2 in Senegal in three national languages (Wolof, Serer, and Pulaar)?
- What are the differences in performance between boys and girls?
- What are the differences in performance between geographic locations?
- What are the main skills students struggle to master?
- What student, teacher, and school characteristics are associated with higher levels of reading skills?

The institutions responsible for carrying out the baseline data collection were the Ministry of Education, through INEAD and Lecture Pour Tous. The data collection training was held in three stages: training of trainers (ToT) workshop, training of assessors (ToA) workshop, and data collection in the six targeted regions.

Updating and creation of assessment tools in early grade reading

Review existing early grade reading assessments. Lecture Pour Tous/EdIntersect team experts reviewed previous EGRA tools in Senegal. This review included: EGRA reports (Sprenger-Charolles, 2008 and Pouezevara, Sock, & Ndiaye, 2010) and a phone interview with one of the authors, Ms. Sarah Pouezevara. The review included gathering existing EGRA sub-tasks in Wolof, Pulaar, and French for use in building EGRA tools for this program. Some of the previous tools had been developed but not yet piloted or used for data collection. These existing sub-tasks served as starting points for our work with MEN colleagues

to adapt and design tools for current use. The team also reviewed the written examinations used by INEADE in Senegal. These examinations are based on the same early reading principles as EGRA, but are not oral one-on-one assessments and are used with children that are older than Grade 1 and 2 students. Early grade reading assessment tools were reviewed, adapted, and developed with the MEN (INEADE, DALN, DEE, etc.) and Lecture Pour Tous in Quarter 2.

Revise/establish a system for early grade reading assessments, including LQAS. An EGRA baseline was designed and carried out in partnership with INEADE and MEN colleagues from DALN and DEE. Work on LQAS, now referred to as Local Education Monitoring Approach (LEMA) in the context of using LQAS sampling approaches for education purposes, is now scheduled to begin in Year 2 following the results of the EGRA baseline.

Technical assistance to INEADE/MEN for assessment administration

Update item banks for the generation of early grade reading assessments in Wolof, Pulaar, and Serer. The EGRA team, consisting of Lecture Pour Tous, DEE, DALN, and INEADE, brought together relevant professionals from Ministry departments who could devote concentrated time over a week and a half to developing and refining EGRA tools. During the workshop, Lecture Pour Tous' international assessment experts Dr. Mount-Cors and Dr. Rousseau, in collaboration with Senior MEL Specialist Mr. Dethie Ba, facilitated the design of a suite of testing tools in the three languages, Wolof, Pulaar, and Serer, including a familiar word sub-task in French. The workshop was held at the end of February into early March with the approval meeting the following day at INEADE. The sub-tasks produced were tested at schools and validated, and are ready to be used in the third quarter to have EGRA baseline data collection applied at the end of Grade 1 and Grade 2.

The team also engaged with INEADE on how the institute can incorporate study instrument design into their annual practices. INEADE is currently analyzing how the sub-tests and modes of implementation used for EGRA compare with other examinations they are undertaking in Senegal at both the national and international levels, such as *Programme d'analyse des systèmes éducatifs de la CONFEMEN* (PASEC) and Program for the Monitoring of Prior Learning as relates to the Program for International Student Assessment (PISA). Lecture Pour Tous is working to build greater understanding among stakeholders that EGRA involves an oral set of tasks, individually administered, at the early elementary grade levels in national languages as this definition may vary from how INEADE usually carries out reading assessments.

Train and support relevant actors from centralized and decentralized levels in assessment of early grade reading assessments. Lecture Pour Tous worked closely with MEN counterparts across the training activities in April, then continued with the data collection led by Lecture Pour Tous and MEN colleagues in May. In April, the team, with support from Lecture Pour Tous international assessment specialists, planned the data collectors' trainings with MEN counterparts. The team developed a two-tiered training program. The first tier involved training the trainers in each of the three national languages on how to train the assessors. The ToT workshop was held at INEADE in Dakar starting on April 18, 2017, and continuing for five days, including school visits to practice administering the instruments to children. The ToT workshop was facilitated by Lecture Pour Tous international specialists and attended by staff of the Ministry of Education, mainly from INEADE. Two staff members from the DEE were also present throughout the workshop, as well as one from DALN.

The second tier consisted of the trainers training the assessors. MEN/INEADE specialists facilitated the training of the assessors with the co-facilitation of Lecture Pour Tous international specialists. The Training of ToA workshop was held in Hotel Rivage in Dakar from April 25-30, 2017, and included school visits to practice administering the instruments to children and increase inter-rater reliability. The workshop was facilitated by INEADE staff who had participated in the ToT the week before, and a total of 82 participants, attended the workshop (including facilitators). For more details on these training workshops, please see the report included in the Short Term Technical Assistance (STTA) Trip Reports and Technical Documents submitted with previous quarterly reports.

Conduct informational meetings, trainings, and other outreach to ensure daaras headmasters and religious orders understand and endorse the testing. While this activity was originally planned, it was determined that consultations with *daaras* were not necessary until a later time as the EGRA baseline did not include *daaras*. Instead, consultations between Lecture Pour Tous and *daaras* representatives will take place in the fourth quarter so that they can be included in the Year 2 program activities and then the assessment components.

Conduct baseline EGRAs in Cours Préparatoire (CP) and samples in CI (May-June 2017). The EGRA baseline data collection was conducted in May 2017, with INEADE and MEN counterparts taking the lead in the field. Lecture Pour Tous provided the logistics and management support to the assessor teams and conducted spot checks at schools as well as maintained virtual contact with field supervisors. The data collection was completed by the third week of May and Lecture Pour Tous international specialists worked to clean the data into June. Data was collected from CP and CI students as well as from teachers and school directors. The data collectors were divided into 35 teams of two or three, each responsible for collecting data in five to seven schools. The data collection exercise aimed to assess 20 students sampled from first and second grade classrooms in 210 schools across the three language groups (70 schools per language group). Schools were sampled from a population of 3,980 schools covering six regions (Diourbel, Fatick, Kaffrine, Kaolack, Louga, and Matam). The sampling strategy took into consideration the goal of assessing reading levels within a language group and comparisons within language group across grades and gender.

Develop a framework, manual, and targeted workshops for analysis and application of EGRA results. Following the EGRA data collection, the Lecture Pour Tous team, including its international assessment specialists, worked on the data cleaning process and filled any data holes they could address by reaching out to specific schools or data collectors to clarify. Lecture Pour Tous international short-term statisticians, data analysts, and report writers continued data cleaning and discussed data quality issues with the Dakar-based team so that future training and capacity building with INEADE and other MEN agents undertaking assessment could include troubleshooting. This also helps to further follow-up for data quality assurance in an ongoing manner. Lecture Pour Tous' framework for cleaning, analyzing, and reporting on the data will serve as a template the INEADE and other interested parties to use, as will be covered in the upcoming EGRA results review and dissemination workshop in October 2018.

Technical assistance to INEAD/MEN for formative assessment administration

Collaborate with regional and department monitors to develop/adapt current system to collect quality control assessment data (LQAS). As noted previously, work on LQAS, now referred to as LEMA in the context of education, is now scheduled to begin in Year 2 following the results of the EGRA baseline.

3. Outcome 1 Milestones & Deliverables

Milestone/Deliverable	Due Date
Output 1.1: Evidence-Based Early Reading Materials in Senegalese languages are provided	
Core curricular model and technical specifications complete	May 2017 (completed in June 2017)
Form a consultation working group to introduce early grade reading curricula in <i>daaras</i> to provide recommendations to adopt contents of the teacher training for <i>daaras</i> in Wolof, Pulaar, and Serer	This activity was cancelled due to the decision to use the same teacher's guide in <i>daaras</i> and public schools.
Output 1.2: Teachers' skills in evidence-based early grade reading instruction is improved	
Develop a comprehensive approach for design and delivery of a training plan for trainers, teachers, supervisors and coaches	May 2017
Output 1.3: Coaching and supervision of the early grade reading instruction improved	
Revise existing training modules and tools on coaching	May 2017
Output 1.4: Early Grade Reading Assessment Improved	
Updating and creation of assessment tools	April 2017
Technical assistance to INEAD/MEN for assessment administration	Ongoing (EGRA technical assistance conducted)
Hold workshops to share and validate early grade reading assessments system, including LQAS	Training workshops were originally planned for Q4 of Y1 on the use of LQAS were cancelled based on the decision to shift from LQAS to LEMA.

iii. Outcome 2: Delivery Systems for Early Grade Reading Instruction Improved

I. Overview/Cross-Cutting Activities

Principal achievements for Outcome 2 during Year 1 include the development of a communication strategy, communication support to the MEN around the *Semaine nationale de l'éducation de base*, the policy stocktaking and gap analysis around existing policies in support of early grade reading, and two critical research studies: on language mapping and on teacher mobility. Policy support was given for the drafting of a ministerial information note for IA and IEF on adapting the weekly timetable in *Lecture Pour Tous* classes to ensure an hour of reading and writing in national languages each day in CI. Six technical subcommittees were established to support the National Reading Program and most have held meetings. Their functioning is currently being reassessed by the MEN to be as efficient as possible.

Some activities initially planned for Year 1 have been delayed. Under Output 2.1, the communication campaign launch will be in Year 2, due to uncertainty in April to June regarding possible scale-back of these activities and the inability to travel to the regions before official MEN visits announcing the project.

However, several preparatory activities are already taking place internally. Regarding Output 2.2, when the EGRA results become available in October, as is essential to the design of a first set of performance standards for reading, the related standard-setting workshop will be held in November 2017. Regarding Output 2.3, we anticipated conducting four research studies and finalizing two in the coming year. There was also possibility of scale-back to the research agenda for Lecture Pour Tous, and any studies not conducted will be conducted as soon as possible. Policy work under Output 2.4 heavily depends on the results of the research studies, the EGRA results, and other factors, but we managed to start the work on each sub-activity. Finally, performance assessment under Output 2.5 will begin in the coming quarter following the development of assessment tools in Year 1.

2. Performance by Output

Output 2.1: Coordination and communication about early grade reading increased

This year, the Lecture Pour Tous project assisted the MEN to 1) establish six subcommittees to support the National Reading Program; and 2) conduct an analysis (included in the communications strategy) of the MEN's internal and external communications structures and initiatives, in preparation for the development of a communication strategy for the National Reading Program; and 3) develop a communication strategy, validated by USAID in July, 2017.

Establish a sub task force to develop the communications strategy building within the reading committee; conduct consultative analyses around internal and external communications, roles and responsibilities related to reading; development of internal and external communication strategy on the Programme National pour la Lecture Scolaire, within the framework of the bilingual reform. Six technical subcommittees have been established to support the functioning of the National Commission for Reading. Their functioning is currently being reassessed by the MEN for more formalization.

Monitoring communication effectiveness. As a first step in the process to improve internal and external communication and internal coordination around reading themes, the project conducted consultations with MEN partners at the national and decentralized levels and from partners within the education system (local radio, unions, communities, parents' associations, municipalities). This stocktaking analysis, included in the communication strategy, was necessary to understand current roles and responsibilities in communication within the MEN at central and local levels.

Based on the stocktaking, the communication team and MEN produced an internal and external communication strategy for the *Programme National pour le Développement de la Lecture Scolaire* within the framework of the bilingual education reform. The communications strategy was formally approved in September, 2017.

The communications strategy contains both an internal communication strategy, targeting MEN staff, and an external communication strategy, including a mass communication campaign, supported by Outcome 3's grassroots activities in 20 percent of the project areas.

The MEN will run a national information and communication campaign at the start of the school year 2017-2018, with Lecture Pour Tous' support. The campaign is the first action of the Lecture Pour Tous

communication strategy. Lecture Pour Tous will also support the communication activities around the program. The first activities will take place in October, 2017.

Output 2.2: National standards for early grade reading adopted and applied

As a preliminary activity, through a series of workshops with the subcommittee working on the Reading Model, Lecture Pour Tous supported the development of a series of minimum competencies that teachers should possess, for integration into the Lecture Pour Tous teacher training materials. The subcommittee on national standards for early grade reading has not yet been created, however, because the MEN requested the suspension of all subcommittees in July 2017.

To support the development and the adoption of national standards for early grade reading, for both students and teachers, Lecture Pour Tous conducted a stocktaking analysis on existing documentation and provisions related to student and teacher performance standards for early grade reading. This analysis is included in the progress report on Output 2.2, and will be submitted in October 2017. The progress report recommends also further steps for the development, validation and use of a new standards framework for student and teachers for early grade reading in national languages. *Establish a task force to work on national standards for early grade reading; Examine existing standards (output profiles/competency benchmarks/tests, etc.).* In Quarter 3 of Year 1, Lecture Pour Tous supported the MEN in organizing a standards setting workshop in order to design a first set of performance standards for students for reading in the three national languages in the two first grades, based on the latest EGRA results. Lecture Pour Tous hired an international consultant and drafted the TOR and agenda of a five-day workshop. The workshop is scheduled for November 13-17, 2017. The international consultant will also support the development of a roadmap for dissemination and use of the standards.

Examine existing norms and standards (output profiles/competency benchmarks/tests, etc.). In Quarter 4, the team prepared a draft progress report focusing on existing norms and standards related to early grade reading and other work the team has undertaken to prepare for the development of standards and benchmarks. The progress report will be finalized in the first quarter of Year 2.

Conduct a student performance standards-setting workshop for each of the major languages. A standards-setting workshop was initially planned for Year 1 but has been rescheduled to Year 2, after the EGRA results are made publicly available in October 2018. In preparation for this activity, Lecture Pour Tous has secured a seasoned international expert to co-facilitate a standards and benchmark setting exercise with the National Standards Liaison, using the baseline EGRA results for Wolof, Serer, and Pulaar, and the results of other available EGRAs in the three languages. The National Standards Liaison, in collaboration with the Outcome 1 team, prepared an initial framework of proposed norms and standards, elaborated through several consultations and workshops with the Ministry. The Outcome 2 team and Lecture Pour Tous technical leadership and advisors are currently working to clarify questions and identify potential options for standards and benchmark setting for writing and French.

Conduct a teacher performance standards-setting workshop to review teacher standards for reading prepared under PALME, international examples, and others, and develop new/revised teacher performance standards and competencies needed to meet student performance goals by grade. The teacher performance standards setting workshop, originally planned for Year 1, was rescheduled to take place in Year 2 after the student performance standards and expectations are drafted. As a preliminary activity, the National Standards

Liaison and the Outcome I team supported the development of a series of minimum competencies that teachers should possess, for integration into materials being produced for CI teachers through a series of workshops with the Reading Model subcommittee. These will need to be reviewed and validated through further consultation and field testing.

The following activities will be implemented later over the course of the program. Some depend on the EGRA baseline results which have been made available only at the end of Year I. It is important that the standard setting process be fully owned by the MEN. This reform process will take time and should be based on a series of further assessments before proceeding to the validation and use of the new standards framework:

- Field test the recommended standards (student performance) with administrators, teachers, and CRFPE trainers with a sample of schools.
- Support the process of finalizing and validating the standards for each language, based on field testing.
- Integrate final standards/benchmark into framework, manual, and targeted workshops for application of EGRA results.
- Validate the standards framework for EGR that defines instructional and pedagogical skills teachers should possess to be able to teach EGR.
- Field test the recommended standards with teachers and administrators by working with a sample of schools (only testing the minimum competencies that were integrated into the reading tools are currently being used in our schools).
- Revise and support the process of finalizing and validating the standards for each language, and incorporating them into curriculum.
- Support the MEN in publicizing, circulating, and announcing the new student and teacher performance standards to all relevant personnel.

Output 2.3: Research on early grade reading in Senegal produced and disseminated

Lecture Pour Tous is supporting the MEN to set and implement a research agenda with key research and learning questions on early grade reading themes tailored to the Senegalese context. Findings from the research contribute to the design or revision of policies; curriculum, and training/continuous professional development programs; and other guidelines in Senegal on these topics. Lecture Pour Tous has helped to initiate the first two studies in this agenda: a language mapping study co-designed by INEADE, and a teacher mobility study, conducted by a local consultant. Both studies were conducted in close collaboration with representatives of national research institution and inspectors. MEN inspectors supervised the language mapping study, after being trained on the survey tools. Several national research institutions (*l'Institut Fondamental d'Afrique Noire (IFAN), Centre de Linguistic Appliquee de Dakar CLAD, Laboratoire de Recherche sur les Transformations Économiques et Sociales (LARTES), FASTEF, UCAD, ARED, etc.*) have been involved in the data analysis and report writing workshop for the language mapping study.

Further research work was postponed in Quarter 3 due to the scale-back scenario required by USAID. This work resumed at the end of Year 1. Updates to the research agenda are reflected in the Year 2 Annual Work Plan and in the proposed revisions to the Activity Monitoring & Evaluation Plan (AMEP) submitted to USAID for the scale-up scenarios, and that will now be further updated and resubmitted in the following quarter (Y2 Q1).

Draft research plan for planning, conducting, and disseminating results from studies. At the beginning of Year 1, the project drafted a research plan and research agenda. In collaboration with the Ministry (INEADE), the research agenda was validated, and priority themes identified during a workshop in April 2017, where Lecture Pour Tous shared the conceptual framework for the research agenda, based on the Five Ts (tongue, time, text, teach, test). The workshop was also an occasion to introduce the Lecture Pour Tous Program to national research institutions.

Teacher Mobility Study. Lecture Pour Tous conducted a study on teacher mobility in Year 1, to analyze the current deployment system for teachers and the regulations and current practice regarding teacher mobility. The purpose of the study was to be able to make recommendations regarding the necessary changes in the regulations and practices of teacher deployment and mobility, to ensure that teachers with sufficient command of the national language chosen per school for the teaching of reading are available in schools and remain in the schools to ensure the continuity of the new approach to reading. The final report will be available in October 2017.

Language Mapping Study. Lecture Pour Tous also conducted a language mapping study during Year 1, with INEADE's support for the design of the methodology and data collection tools. This first language mapping study aimed at verifying information provided by IEF staff and locally elected officials on the predominant national languages spoken by students in the schools covered by Lecture Pour Tous for the 2017-2018 school year. The team surveyed school directors, teachers, and communities to ascertain which national language students used to communicate in the school facilities and the dominant national language in the school community. Data collection took place in the Fatick, Kaolack, and Kaffrine regions. Overall, 490 schools were involved and 62 investigators were mobilized. Because of delays due to multiple factors, including the fact that the Lecture Pour Tous team was not authorized to visit school-communities before official visits announcing the program and the uncertainty regarding which regions would be targeted for the 2017-2018 school year, students had already stopped coming to school by the time the field visits were conducted and thus it was not possible to observe them in the school yard as intended. Further data analysis is continuing to make up in part for this limitation by triangulating information from multiple sources.

Produce study reports and policy briefs. Due to delays mentioned previously, study reports and briefs on the language mapping study and teacher mobility will be submitted in Quarter 1 of Year 2.

Support capacity building of national structures involved in research. This activity will begin with more earnest focus in Year 2. In Year 1, there were a few factors that led to this activity not being fully realized. One important factor were ongoing discussions over several months suggesting that Lecture Pour Tous research activities would get scaled back due to budgetary constraints. In addition, while early in Year 1 the MEN had presented ideas for a research component to the work to be funded by the anticipated G2G support from USAID in this area, the next steps for this remained unclear. That said, we worked

closely with INEADE on both the EGRA and language mapping studies, and the Research Coordinator met several times with MEN members of the Research subcommittee when it was established. We will pursue further opportunities to use upcoming studies to strengthen capacity of research entities in Senegal, both within and beyond the INEADE.

Output 2.4: Policies in support of evidenced-based early grade reading instruction implemented

Year I, work under this output started with a comprehensive stocktaking exercise on existing policies, guidelines and documentation related to early grade reading in Senegal. Data was gathered through consultations with key stakeholders and document review. The work resulted in a report that analyzes strengths and gaps of the existing policy framework related to early grade reading.

This work was supported by the policy subcommittee established by the MEN under the National Reading Program. As is the case with other subcommittees, the MEN requested to reassess them for their official validation.

In addition to the stocktaking exercise, Lecture Pour Tous supported the MEN to establish a Policy subcommittee. Members of the subcommittee's core team are the DPRE (as coordinator), the DALN (as rapporteur), and the DEE (as co-rapporteur). Lecture Pour Tous conducted a two-day workshop to establish the subcommittee. At this workshop, the draft Policy Stocktaking and Gap Analysis Report was presented (Annex C), with a set of short-term, medium-term, and long-term recommendations included for policy interventions in support of early grade reading. These included:

Short-term recommendations: Before class starts in October 2017, with the technical assistance of Lecture Pour Tous, relevant MEN officials should prepare and disseminate official guidelines, circulars or memoranda to ensure the implementation of the bilingual reading approach, particularly the revision of the weekly timetable to ensure that enough time is set aside for teaching and learning reading in CI and CP for the schools and *daaras* covered by Lecture Pour Tous.

Medium-term recommendations: By the end of the second year and before the G2G project is introduced, the MEN will be accompanied in formalizing the necessary arrangements supporting the reading reform based on early grade reading in national languages, especially related to teacher mobility, performance standards (students and teachers) for early grade reading, coaching of teachers, reform in pre-service training, and for making available relevant teaching and learning material Long-term recommendations: At the end of the fourth year, the MEN will need to integrate this bilingual approach in the official Letter of General Policy of the Education/Training, PAQUET/EF. This will enable capitalization, scale up and sustainability of the approach.

Use the data on time-on-task to support the MEN in developing a policy on the amount of time, on a daily basis, which early grade learners should benefit from reading instruction. The study of teacher knowledge, attitudes and practices (KAPS) that will be conducted in the coming year will provide detailed data on time on task. In the meanwhile, it was necessary for the MEN to establish guidelines for how to integrated national languages into the school day, particularly given that targeted schools are not yet following a bilingual curriculum but rather will be adding reading in LI as another lesson in an already busy week. Based on the Technical Note prepared by the subcommittee working on the reading model, the team supported the MEN in developing an official information note on the amount of time that should be dedicated to

reading in national languages, on a daily basis, in the CI classes during the next school year 2017/2018 in the schools covered by Lecture Pour Tous. The note was signed by the Minister on September 27, 2017 and advises IA, IEF, schools, and *daaras* in the pilot regions on the new timetable. Please see in the annex section, details pertaining to this circular.

Output 2.5: Ministry of education staff's performance of essential functions improved

The program is employing an approach of Human and Institutional Capacity Development (HICD), coupled with politically savvy analysis, to strengthen the capacity of the MEN structures and identify the incentives to improve EGR services. In Year 1, the Lecture Pour Tous Performance Improvement Specialist, working closely with the rest of the Outcome 2 team and with the Program Director has helped the MEN to establish an HICD framework and draft tools to begin assessing current performance and plan action for institutional and staffing capacity strengthening. This has been done with the support of Lecture Pour Tous' international HICD/Performance Improvement advisor.

Define the roles and responsibilities of the various structures in relation to the reading instruction; Assess existing performance benchmarks in PAQUET performance contracts and IEF and IA performance contracts, and other benchmarks at other levels; Update/generate new performance benchmarks at IA and IEF levels for success in reading service delivery from a systems perspective; Update/generate new performance benchmarks at IA and IEF levels for success in reading service delivery from a systems perspective The Performance Improvement Specialist and his MEN counterpart, with the support of our international HICD/Performance Improvement advisor, developed performance analysis tools based on the General Policy Letter of the Education and Training Sector, the PAQUET, the Performance Measurement Framework and the PALME evaluation. The team worked to identify key performance indicators to feed into the performance measurement system developed. The goal of the exercise was to develop tools to measure the gap between desired and current performance to identify root causes, priorities and integrated solutions.

The program also developed a measurement framework and performance analysis tools to conduct performance assessment: a questionnaire, and focus group guidelines, have been developed and tested with the DFC as one of the first MEN directorates that will pilot the performance improvement approach.

The Performance Improvement Specialist also helped produce a draft of the roles and responsibilities of each entity in relation to early grade reading. Using a systemic approach, the document describes the main functions of the different directorates in relation to early grade reading: administrative management, planning, human resource management, material and financial management, communication, and pedagogical guidance.

Identification of priority structures committed to improving performance to promote initial reading. In Year 1, the program also began prepared the human and institutional capacities assessment for a first cohort of structures. Two directorates at central level were selected: the DFC and DEE; at the departmental level, the IEFs and *Collectifs de Directeurs d'Ecole* (CODEC) of Kaolack and Kaffrine. The assessment and HICD action plan for these structures will be conducted in Year 2.

3. Outcome 2 Milestones & Deliverables

Milestone/Deliverable	Due Date
Output 2.1: Coordination and Communication about Early Grade Reading Increased	
Communications strategy	Approved by USAID in July 2017
Creation of the 6 sub-committees	July 2017
Output 2.3: Research on Early Grade Reading in Senegal Produces and Disseminated³	
Validation of annual research agenda	April 2017
Output 2.4: Policies in Support of Evidence-Based Reading Instruction implemented	
Support to the MEN for developing or updating key in support of early grade reading – Policy stocktaking and policy brief	May 2017 (submitted) - October 2017 (final submission)
Draft policy guidelines on time dedicated in the school day to reading in national languages	September 2017
Output 2.5: Ministry of Education Staff's Performance of Essential Functions Improved	
Support to the MEN for targeted capacity building to improve early grade reading service delivery	Ongoing

iv. Outcome 3: Parent and Community Engagement in Early Grade Reading Improved

I. Overview/Crosscutting Activities

Outcome 3 aims to help the MEN increase parent, caregiver, community member and other local-level actor support to ensure improved early grade reading performance among students in 20% of school-communities in the target regions of Diourbel, Kafrine, Kaolack, Louga, Matam, and Saint Louis. The Lecture Pour Tous program will work through key partners, at both the national and regional level, to roll out and ensure the sustainability and scalability of parental and community activities sponsored under the program. These activities and initiatives will provide parents, school and community leaders, local NGO partners and other civil society actors with the knowledge and evidence-based tools to encourage, improve, and monitor students' early grade reading progress and teachers' early grade reading instruction.

Over the course of Year I, Outcome 3 activities primarily focused on establishing a shared framework of understanding for parent and community engagement under Lecture Pour Tous. These activities included working with Ministry stakeholders to elaborate a timeline for key work plan activities in Year I, and determining school selection criteria for participating school communities. In addition, the Outcome 3 team took tangible steps forward in the creation of a dynamic community of practice, uniting actors across sectors in a two-day workshop to capture best practices in Social Behavior Change Communication (SBCC) and community engagement. Building on information gathered, the team made tangible progress towards the completion of the Community Literacy Support Plan (CLSP) with the technical support of SBCC specialist Ms. Waverly Rennie. Finally, The Monitoring and Evaluation (M&E) Advisor for Outcome 3, Ms. Ashley Bishop, liaised with the Lecture Pour Tous M&E team to begin developing the scope for a comprehensive KAP baseline study designed to serve as the primary vehicle

for collecting on several Outcome 3 indicators and to guide our SBCC strategy by providing valuable information on USAID/Lecture Pour Tous' target audiences.

Develop selection criteria for the 20% of schools to be targeted by Outcome 3. By September 8, 2017, the final school selection for Year 2 was completed for the regions of Kaffrine, Kaolack and Matam. Led by the Lecture Pour Tous Monitoring and Evaluation Specialist, a school selection team, including of a member of the IEF and the Lecture Pour Tous SBCC EGR Specialist, pulled a blind, random sample of schools to participate in parent and community engagement activities. Twenty percent of schools in each region were selected to participate and officially validated by the IEF. It should be noted that the random sampling methodology, used for evaluation purposes, did not take into account certain school characteristics, including multi-grade classes, level of accessibility for students with disabilities, or accessibility for program purposes.

OUTCOME 3 SCHOOL SELECTION – 2017-2018 SY		
DEPT	IEF	# OF SCHOOLS
KAFFRINE	Kaffrine	15
	Birkilane	10
	Malem Hodar	09
	Koungueul	15
	TOTAL	49
KAOLACK	Kaolack Commune	08
	Kaolack département	20
	Nioro	23
	Guinguineo	17
	TOTAL	68
MATAM	Matam	18
	Ranerou	04
	Kanel	19
	TOTAL	41

As a next step, the Lecture Pour Tous Regional Parent and Community Engagement Liaisons will work with our IEF counterparts to collect information on each school, including number of students from first through third grade, the existence of a *Comite de Gestion d'Ecole* (CGE), number of teachers, etc. This baseline information will be shared with our local NGO partners (to be selected in Y2 Q1) in order to develop specific regional action plans.

Convene departmental roundtables around community and parental engagement to inform community literacy support plan. Originally planned for February 2017, the Outcome 3 team conducted departmental roundtables during the months of April and May 2017 to better understand how parents and caregivers currently support children's reading outside of school, and to identify the challenges and potential opportunities that exist in improving the home-school learning environment. The team traveled to the regions of Kaolack and Kaffrine, speaking with stakeholders from eight departments (Kaffrine, Birkilane,

Malem Hodar, Kounghoul, Nioro, Guinguinéo, and Kaolack). Using a highly participatory approach led by both Lecture Pour Tous staff and the IEF, consultations brought together a diverse group of key community actors (see box) to share their perspectives and experience with successful community-based initiatives around early grade reading and parent-school engagement. Each departmental group collaboratively mapped out a comprehensive framework of support for the early grade student, demonstrating the full breadth of potential resources from government, school, community and home available to the Lecture Pour Tous program. Key recommendations emerging from these initial roundtables included: 1) develop department-level community-parent engagement plans that clearly identify roles and responsibilities across stakeholder groups; 2) put in place sustainability measures for community engagement from the beginning; 3) create regular opportunities to share best practices at both the departmental and regional levels. These recommendations, as well as other information gathered during the roundtables, were used to inform the development of the CLSP.

Departmental Roundtables
91 Participants
(27 women, 64 men)

MEN and School Representatives

- IA, IEF, School Management Committees (CGEs), Union of CGE, Parent Associations (APE), Mother Associations (AME), Teachers' Association, Female Teachers' Association, school government representatives

Community Representatives

- Women's Associations (Bajenu gox), Reading Club volunteers
 Young female Student Association, Daara representatives (Ndeyu daara)

During the fourth quarter, the team completed final departmental roundtables in three departments of Matam (Matam, Kanel, and Ranérou). Bringing together a diverse set of stakeholders, the Lecture Pour Tous Outcome 3 team and the departmental IEFs highlighted the key components of the MEN's national languages early grade reading strategy (PNL) with a specific emphasis on how dynamic family and community engagement can improve student reading outcomes. Community participants were highly engaged and focused on the long-term sustainability of program initiatives. Key recommendations included:

- Take the necessary time and effort to sensitize the community on key issues and anticipate resistance with targeted SBCC interventions;
- Engage Mothers' Associations, in particular;
- Take into account the challenges families face in creating a supportive learning environment at home (ie, lack of electricity);
- Develop specific strategies for the pastoralist population, particularly in Ranérou;
- Reinforce and/or capitalize on local literacy efforts;
- View students as not only beneficiaries, but as active participants in project activities.

While these were unfortunately conducted after the development of the Community Literacy Support Plan, information gleaned from these visits will be used to inform regional action planning to take place during the next quarter (Y2 Q1).

Conduct KAP surveys of community members and families in the area of early grade reading support to students. Lecture Pour Tous created the TOR for baseline data collection as part of the series of Parent and Community Knowledge, Attitudes and Practices (KAP) Surveys. This study (using pre-, mid-, and post test data collection design over the course of the Lecture Pour Tous program period) will investigate key areas of positive parental practices in early grade reading by collecting key quantitative and qualitative data. The aim of this baseline survey is to establish the current level of awareness and practices in the targeted school-communities and identify sociocultural barriers related to the involvement of parents and communities. The survey findings will be used to build a social behavior change communication plan for parental and community involvement as well as for comparison with midterm and final survey data.

Despite programmatic delays in previous quarters, the team made significant progress in the fourth quarter in identifying a firm to implement the parent and community KAP survey. Following Chemonics and Plan International M&E specialists' validation of the technical terms of reference, the Request for Proposals was issued in August and resulted in the submission of nine applications from local firms in Senegal (Synchronix, CRDES, Lick Analysis Consult, GICEF, Groupe SOTERCO, ACI BAOBAB, Africa Group, BDA, and LARTES/IFAN). An internal selection committee was formed (including technical MEL and Outcome 3 staff, as well as Operations) and conducted an initial meeting to validate the received offers. Of the nine applicants, seven were validated as meeting the RFP criteria. Technical review of the applications is ongoing. The team will meet at the beginning of next quarter (Y2 Q1) to review scoring of the technical dossiers and finalize recommendations before moving on to a financial review and ultimately, final selection and contract preparation.

Draft/submit Community Literacy Support Plan. On May 26, 2017, the Outcome 3 team completed and submitted the CLSP, designed to help the MEN and its partners increase support from parents, caregivers, community members and other local-level actors to ensure improved early grade reading performance among students. The Plan was developed in close collaboration with DEE counterparts and informed by meetings, interviews and focus groups with government, the NGO and Community Based Organizations (CBO) community, teachers and parents. The approaches and interventions described in the plan are based on lessons learned from previous and ongoing community-based efforts to improve early grade reading outcomes in Senegal and other similar contexts. The CLSP also identifies key partners, at both the national and regional level, that will play a critical role in rolling out and ensuring the sustainability and scalability of parental and community activities initially supported by Lecture Pour Tous community activities.

Solicit a call for applications for partnership awards to NGOs for implementation of community literacy plan. Originally scheduled for May, the call for proposals was issued on September 12, 2017 and publicized broadly in national and regional newspapers in attempt to maximize the diversity of NGO/CBO applicants. This delay was a result of compounded delays related to previous program activities and administrative delays in completing the TOR. Despite these challenges, the team is prepared to move forward quickly with the eventual application review and selection process during the next

NGO/CBO Orientation Guide

1. Introduction

- Lecture Pour Tous Context
- Role of NGO/CBOs

2. Key Program Concepts

- Communication messages
- Partner Roles
- Training Principles
- Gender Considerations

3. Activities

- Regional Partnerships
- Social Behavior Change Communication
- Parent Engagement
- Support to CGEs
- Administration and Reporting

quarter. The issued RFP clearly outlined the roles and responsibilities of Lecture Pour Tous partner NGO/CBOs as the primary vehicle for both the implementation and sustainability of community-based parent and caregiver engagement activities.

Evaluate and issue partnership awards to NGOs for implementation of community literacy plan. The final submission date for applications was October 18, 2017. Thus far, the procurement has elicited the interest of 60 organizations across all three regions. LPT ultimately received a total of nine applications from seven different organizations. A pre-selection committee will be formed in the beginning of next quarter (Y2 Q1) to triage applications and validate their completeness before proceeding to a full technical review. We anticipate completing the full selection process during the next quarter.

Train local NGO partners on community literacy plan, community campaign plan, and all activities under 3.1, 3.2, 3.3. Due to procurement delays, the NGO partner training was rescheduled for January 2018. However, the Outcome 3 team has moved forward with the development of an NGO/CBO Orientation Guide and accompanying training program that fully explains their role in the program and provides the necessary community mobilization materials and guidance to effectively implement program activities. With the support of Plan International USA technical specialists, the Outcome 3 team will finalize the development of this guide in the first half of next quarter. The guide will:

- Provide a technical orientation, rather than a training, to those NGO/CBOs who will already have significant experience in community engagement, particularly around early grade reading;
- Focus on key program messages and practical information, such as administrative guidelines, templates, and requirements;
- Include program reporting tools and calendars to ensure that Lecture Pour Tous indicators are accurately reported on at the community level;
- Contain programmatic tools and visuals as an annex that can be directly applied with community stakeholders;
- Focus on gender considerations in alignment with the Lecture Pour Tous Gender Strategy.

Accordingly, the Outcome 3 team will work closely with the Lecture Pour Tous MEL, Communications and Operations teams, as well as the Gender Specialist, to complete the manual and create training modules on monitoring and evaluation, gender and financial/administrative reporting. Once completed, the Guide will be shared with the MEN and the Parent and Community Engagement Network for their feedback before the NGO/CBO training in January.

Review early grade reading inventory used under result 2.3, select and adapt materials for the extra reading program. Initiated during the last quarter, the Outcome 3 team completed a review of existing EGR inventory of extracurricular reading materials that can accompany Outcome 1 instructional materials. A consultant was engaged to review the current market, develop an exhaustive list of available materials and evaluate their potential use under the Lecture Pour Tous program. The current inventory is comprised of 197 titles in Wolof, Serer, Pulaar, and French and include short stories, nonfiction, word games, poetry, proverbs, workbooks and books. A final report and recommendations will be completed next quarter for

review by members of Parent and Community Engagement Sub-Committee, who will then select texts for reproduction and distribution through Lecture Pour Tous target communities.

2. Performance by Output

Output 3.1: Parent and community demand for high-quality early grade reading instruction increased

Develop the grassroots SBCC plan in accordance with the communications strategy. In September 2017, the Outcome 3 team made significant progress in the development of the community SBCC plan. Working closely with the Outcome 2 communication team, they reviewed the completed Communications Strategy to synchronize program messages and strategies. The team also conducted formative research in each of the three target regions, gathering qualitative data to inform the development of the SBCC strategy. Data included insights into the knowledge, family attitudes and practices, community and education actors, as well as potential challenges and obstacles due to socio-economic, education and cultural factors. This information will be supplemented by the results of the KAP survey to be conducted over the next quarter. Due to delays with the KAP and the need to recruit additional technical support, we anticipate that the SBCC strategy will be completed over the course of the next quarter (Y2 Q1) in preparation for community activities beginning in January 2018.

Output 3.2: Community-based early grade reading activities implemented

Collect applications for community mobilization proposals to be funded through small grants (sub-grant) to CAQs. This activity has been rescheduled for the second quarter of FY18 due to allow time for our local NGO/CBO partners to be contracted, oriented and deployed in the field. Lecture Pour Tous is also limiting interaction with community stakeholders to avoid influencing the results of the KAP survey.

Print early grade reading material for extra-curricular use. As the review of the extracurricular reading materials inventory is still being finalized, this activity did not take place as planned. After the final selection of the out-of-school materials, the Outcome 3 team will assist the operations team in setting up a system for materials procurement and a management strategy for distribution to schools and communities. This is planned for the first quarter of Year 2.

Output 3.3: At-home support to early grade learners improved

Outside of activities outlined in the Annual Work Plan, the Outcome 3 team provided technical support to Outcome 1 by developing a 60-minute, interactive teacher training module focused on parent and community engagement. In addition, the team participated in the delivery of the training-of-trainers (September 11-19, 2017) in both Matam and Kaolack/Kaffrine. During these trainings, 121 inspectors (two of whom were women) were trained on the importance of parent at-home parent involvement in early grade reading, as well as effective strategies for engaging parents in a positive and collaborative way.

Develop/adapt materials for routine, home-school communication on reading instruction. During the fourth quarter, the team began compiling existing tools used both in Senegal and internationally to facilitate effective home-school communication. Over the next two months (Y2 Q1), the team will hold a workshop with stakeholders within the MEN to select an appropriate tool and adapt it to the Senegalese

context. Lecture Pour Tous will test the tool in a selection of Outcome 3 schools over the course of a quarter before finalizing and integrating into the overall teacher training package and student materials.

Provide training and support for parent and caregivers to undertake learning reinforcement activities in reading with early grade students. Originally scheduled to begin in September 2017, this activity has been rescheduled for the second quarter of FY18 to coincide with the contractualization of local NGO/CBO partners, as well as the completion of the community/parent KAP study.

Output 3.4: Parent and community monitoring of early grade reading instruction delivery improved

Four primary activities were planned under Output 3.4 for the first year of the program, however, the implementation of these activities was contingent on the establishment of a community-based presence and the initiation of school-based activities. Because of delays in identifying our pilot school communities, administering the KAP surveys and identifying local NGO/CBO implementers, these have been rescheduled to begin in January of Year 2. Lecture Pour Tous expects to have our local NGO partners contracted and trained at this time, as well as the final results from the KAP survey and initial EGRA baseline. Therefore, Lecture Pour Tous will begin reviewing *Contrat d'Amélioration de la Qualité* (CAQ) dashboards and developing indicators to track assessment data and community/home reading support in January-February 2018, in preparation from the small grants program for CGEs. The Outcome 3 team, in collaboration with our local NGO/CBO partners will convene community forums around classroom-based reading assessments in January, as well as provide support to community members to ensure regularity of EGR instruction in the context of potential strike action. Throughout Year 2, Outcome 3 will work with LARTES/IFAN to find opportunities to collaborate on household-level assessments of students' reading. Due to delays under the other Outcome 3 outputs, activities under Output 3.4 have been rescheduled for Year 2.

3. Outcome 3 Milestones & Deliverables

Milestone/Deliverable	Due Date
Outcome 3 cross-cutting	
Request for Proposals (RFP) document for NGO partners developed and	May 2017
NGO subcontract procedural manual developed and finalized	July 2017
NGO orientation plan and materials finalized	July 2017 (On going)
Report on local NGO selection process and results (Result 3)	August 2017 (in process, not completed)
Output 3.1: Parent and Community Demand for High-Quality Early Grade Reading Instruction Increased	
Grassroots SBCC plan finalized	July 2017
Grassroots SBCC materials available	September 2017
Social and behavior change communication (SBCC) campaign (community level - begins)	September 2017
Output 3.2: Community-Based Early Grade Reading Activities Implemented	
Community-based events (begin)	April 2017
Request for Applications/selection criteria established for small grants program in support of <i>contrat de qualité</i> (CAQ) school-community action plans for reading	May 2017 (Postponed to December 2017)

Collect applications for community mobilization proposals to be funded through small grants (sub-grant) to CAQs	September 2017 (January 2018)
Early grade reading materials distribution plan	September 2017 (November 2017)
Output 3.3: At-Home Support to Early Grade Learners Improved	
Home-school communication materials adapted and developed	August 2017
Parent/caregiver training plan and tools finalized	August 2017
Training and support to at-home reading activities (begins)	September 2017 (January 2018)
Output 3.4 Parent and Community Monitoring of Early Grade Reading Instruction Delivery Improved	
Community organization and capacity building (for monitoring) (begins)	July 2017

C. Challenges

Lecture Pour Tous encountered several issues requiring attention from both program and USAID senior management. These issues have been discussed in depth with the team and relevant actors and are being worked out and dealt with in a collaborative and productive manner.

During Year I, Lecture Pour Tous faced programmatic delays due to USG budget uncertainties. While the team planned scale-back scenarios requested by USAID, scheduled programming slowed down and certain activities were put on hold. For example, Lecture Pour Tous halted the recruitment process for certain staff and closed the Louga office in response to USAID directives. It was during the process of scale-back scenarios that Lecture Pour Tous was asked to target only four regions in the 2017-2018 academic year and then ramp up to the full six in the following year.

i. Outcome I

- Stabilizing the bilingual model.** Lecture Pour Tous has recognized the need to stabilize the specifics of Senegal's curricular bilingual model and determine its application for the next year in Grade I. A bilingual model for reading, despite having been in process for years, was still not finalized at the start of Lecture Pour Tous. The model presented by the MEN during working sessions has changed more than once, causing significant confusion and reduplication of efforts. Our recommendation is to continue to work with the DEE to help stabilize this model for now and its balance and articulation between the use of national languages (or "Language 1," L1) and the introduction and use of French ("Language 2," L2) in Grade I, in part by validating the Technical Note in progress. In addition, USAID/Lecture Pour Tous will need to continue to engage with the DEE to advocate for the allocation of sufficient instructional time to reading in national languages in Grade I, and for the MEN to inform the regional and departmental education offices in time for this to be implemented in targeted schools during the 2017-2018 school year.
- Identifying teachers with bilingual L1/L2 and even trilingual capacity.** For maximum flexibility in deploying teachers who will be trained with support of USAID/Lecture Pour Tous, the MEN is seeking to identify teachers who can speak both French and two of the three national languages initially targeted by the national program. At a minimum, MEN authorities at the central and regional levels need to clarify the process for identifying teachers with sufficient capacity in both French and at least one of the national languages that will be used for instruction in the initial

zones targeted by program. We will work with the related directions of the MEN to finalize the process of identifying and assigning the teachers who will teach the target classrooms in CI.

- *Capacity building and ownership of the reading model within the MEN.* A key challenge this quarter was building the capacity and increasing the efficiency of the Reading Model subcommittee. The fundamentals of an effective early grade reading approach based on the international evidence had to be taught and reviewed multiple times, as the details of this approach were not sufficiently known and accepted in Senegal. Therefore, the team spent a significant amount of time with the MEN and relevant stakeholders to build understanding and support for the reading model. Lecture Pour Tous requested that a small group of expert teachers, directors, and/or inspectors join the process to help build understanding and support of the new approach with the MEN. The Lecture Pour Tous team believed this would help the MEN better understand the process and develop interest for the new reading model. SIL and ARED have become champions of the new reading model and will continue to work together with the rest of the Outcome 1 team in helping to strengthen the capacity and technical buy-in of the MEN.
- *Need to increase community buy-in for EGR using national languages.* Departmental consultations with local stakeholders (representatives from local governments, CBOs, women's associations, religious leaders, schools and parents) have shown a certain skepticism and overall lack of understanding on the part of some parents regarding the introduction of national languages in the early grade reading program. This may present a challenge to the successful implementation of parent and community engagement activities. This emphasizes the importance of Lecture Pour Tous work with the MEN to carefully craft communication messages to raise awareness on the benefits of learning to read in a language a child already speaks and understands. The Communications Strategy and detailed plan for grassroots social and behavior change communications being developed in the coming quarter will include a particular focus on overcoming this obstacle and communicating early successes linked to the use of national languages.

ii. Outcome 2

- A key issue for the Outcome 2 team was a delay in *implementing the language mapping study*. Initially planned with INEADE, the activity was conducted by the Lecture Pour Tous team because of challenges surrounding consensus on the budget and availability of INEADE during the data collection period. For future activities, the team will better inform partners and research agencies about the available budget and G50 procedures prior to initiating activities (particularly those which involve paying per diem and lodging outside of Dakar). Lecture Pour Tous also recommends having an alternate plan for each study in case the implicated partners/organizations are not able to carry the study out for reasons beyond control.
- The Lecture Pour Tous Team has been able to establish six subcommittees with the MEN, but this mechanism is now momentarily suspended, and will be modified in future. This has led to more uncertainty on how to manage the collaboration with MEN. A key action would be to set up a new mechanism for collaboration with our focal points at MEN, to ensure strong communication on all activities.

- Research: The collaboration with INEADE has been challenging for part of Year 1, and the lack of clarity of our processes at the beginning of the language mapping study partly contributed to this challenge. Lecture Pour Tous conducted discussions with INEADE to agree on a mitigation strategy, based on the use of detailed scopes of work for each research study prior to implementation.
- Research: The Co-Principal Investigator role has proven challenging as well, and further clarity among partners is required. We see the involvement of internal partners' staff as co-Principal Investigator as an important opportunity in that, through their close involvement in the research, they can connect the research to the work of other sub-components (e.g. policy development or capacity building). We propose to maintain a two-monthly internal research meeting with partners where we will specifically discuss the Co-Principal Investigator (PI) role and what it entails.

D. Lessons Learned

The following are key lessons learned during the reporting year:

- Our experience in the first year of program implementation helped us to understand the importance of participation by all key players from the start-up phase. Active and inclusive participation of the program in the MEN's approach made it possible to form a shared vision of the program. All stakeholders within the MEN also increased their ownership of the project and took an active role in its implementation. We will continue in this line and sustain efforts during Year 2, based on the future structure replacing the subcommittees.
- Performance standards for students: preparing and especially validating and using new performance standards for early grade reading in national languages will be a challenging process. We will use several assessments and sources of data to gather enough information on the appropriate performance standards for students' learning to read in national languages, before validation. The MEN is currently using several sets of partially-validated performance standards, designed by several independent projects. Lecture Pour Tous will support the MEN to take ownership of this process, and will accompany them to develop and validate national performance standards for students and teachers for early grade reading in three national languages. As the years of project implementation progress, we intend to review these standards and their linkages with curriculum reform

3. ILLUSTRATIVE ACTIVITIES

In accordance with Section F.6 in the Senegal All Children Reading contract, this section presents illustrative activities to demonstrate whether goals are being achieved, in the context of the overall goals of the project.

a. Outcome I

- ARED and SIL LEAD personnel worked together to produce modules for teacher training, as well as developing the student tools and teachers' guide.

b. Outcome 2

- Signature of an official Letter from the MEN directing the integration of one hour of reading and writing instruction in national languages in program schools: Lecture Pour Tous supported the MEN in developing an official information note on the amount of time that should be dedicated to reading in national language, on a daily basis, in the CI classes during the 2017-2018 school year, in the schools covered by Lecture Pour Tous. The note has been signed by the Minister and advises IA, IEF, and schools and *daaras* in the pilot regions on the new timetable. The recommendation is to integrate one hour per day for teaching and practicing reading and writing in national languages in the timetables for CI.

c. Outcome 3

During the first year of the program, the Outcome 3 team conducted highly participatory stakeholder consultations at both the national and regional level around parent and community engagement. These consultations were done in close collaboration with Ministry counterparts, both within the DEE and the *Inspection d'Académie* (IA) in the regions of Kaffrine, Kaolack, and Matam. These consultations resulted in the achievement of three major milestones:

- The creation of a Parent and Community Engagement Sub-Committee that includes the participation of Parent Association representatives (UNAPES, FENAPES), civil society (COSYDEP, *Coordination Nationale des Opérateurs en Alphabétisation du Senegal* (CNOAS), and key Ministry departments (DEE, DPRE, *Direction Radio Television Scolaire* (DRTS,) DALN, and the Secretary General). The committee will play a key role in overseeing Outcome 3 activities throughout the duration of implementation and ensuring their institutionalization.
- The establishment of an informal, national-level Parent and Community Engagement Network, or Community of Practice. Composed of international and national NGOs working in community engagement and early grade reading, this network will serve as a forum to regularly exchange ideas, lessons learned and best practices across a broad cross-section of implementers and government officials. This collaboration will be extremely important for LPT as we move forward with community-level implementation, helping us to work through programmatic challenges and identify potential synergies with existing projects and initiatives in our target regions. Key organizational actors participating in the Network include World Vision, RTI (through the USAID GOLD project), Save the Children, Tostan, Aide et Action, UNICEF, Counterpart International, ChildFund, and local organization, Femmes Plus.
- The development CLSP that will guide implementation for the duration of the program, providing parents, school and community leaders, local NGO partners, and other civil society actors with the knowledge and evidence-based tools to encourage, improve and monitor students' early grade reading progress and teachers' early grade reading instruction.

4. GENDER AND WOMEN EMPOWERMENT ACTIVITIES

Throughout Year 1, consultations were held at the departmental and regional levels to inform the development of the Gender Plan and the Community Literacy Support Plan and Community and Parent Engagement Strategy. The main stakeholders were women: Parent Associations (APE), women's associations, Mother Associations (AME), the Female Teachers' Network (SCOFI), Girls' Education Associations, local education associations (Bajenu Gox, NDeyyou, *daaras*), and others.

In collaboration with the DEE, INEADE, CCIEF (Framework of Coordination of Interventions on Girls' Education); DFC, DRH, *Inspection des Daaras*, and community-based organizations (including the Association of Female Teachers, the Association of Teachers of Daaras, and the Association of Students of Daaras), the Gender and Inclusion Specialist led an analysis of current gender issues and context in Senegal as well as the current political strategies and practices on gender. At the end of these consultations, the team analyzed existing Senegalese gender policies, including the *Stratégie nationale pour l'équité et le genre* (SNEEG) and the MEN gender strategy. Through this process the team identified different existing gender modules and strategies, including those that can be adapted for the gender training of teachers anticipated under Outcome 1.

The Lecture Pour Tous gender strategy is to change the attitudes and practices of parents. During initial consultations, Lecture Pour Tous focused on motivating parents and communities to engage with their school, and encouraging parents, particularly mothers, to read with their children on a regular basis.

Another major activity around women's empowerment is the recruitment of Lecture Pour Tous staff. Our approach is to adopt a "be the change" attitude to promote the idea that gender sensitivity and the promotion of gender equality must start with Lecture Pour Tous' own team, and with Lecture Pour Tous counterparts at the MEN. This includes being a model for gender equality practices within Lecture Pour Tous' extended team. These gender equality strategies include promoting gender equity and women's leadership within the staffing of the Lecture Pour Tous team. There are currently two female international and three national staff at the senior management level of Lecture pour Tous in the Dakar Office. In addition, we are making efforts to identify strong female candidates for other positions in both Dakar and for Lecture Pour Tous' zonal and regional areas.

Men's participation in children's reading is critical in Senegal as more men than women are literate and thus better equipped to assist and teach their children. However, encouraging female caregivers who cannot read themselves to check that their child has completed their homework or reads for a requisite amount of time at home has also proven effective.

The Lecture Pour Tous Gender and Inclusion Specialist will continue to work in collaboration with her MEN counterpart in Year 2 to integrate gender sensitivity into activities and programs under each outcome. She will also work with the national team in strengthening the national gender strategy specifically for the National Reading Program. The Gender and Inclusion Specialist will organize training sessions for MEN officials, program staff, and community actors. She will also continue to ensure that materials developed are gender and inclusion sensitive. With support from the Outcome 1 team, she will

lead capacity building sessions with publishers to share gender inclusion best practices for producing materials for schools. The Gender and Inclusion Specialist ensured that gender sensitive considerations were taken into account when the student and teacher tools were being created. The Gender and Inclusion Specialist will assist in the verification of the materials to boy/girl ratios in the classrooms through field missions at regional, departmental, and school levels. Together with the Outcome 3 team, she will also lead orientation sessions on the Gender Plan with selected NGOs and grants awardees to facilitate gender integration in community activities.

5. ENVIRONMENTAL COMPLIANCE

As discussed in the Environmental Mitigation & Monitoring Plan (EMMP) approved as of April 3, 2017, all planned activities and interventions for Lecture Pour Tous fall under the categorical exclusion category. Any activities that are outside of the scope of activities already planned, as well as grants activities, will be subject to environmental review since these activities may not fall into the categorical exclusion category. During the first year of implementation, there were no grants and no unforeseen activities that fell outside of the categorical exclusion; as such there was no need to screen new interventions or develop activity-specific EMMPs.

During Year 2, Lecture Pour Tous will provide environmental compliance training for key team members, including the COP, DCOP, and Compliance Officer. Following the approval of the grants manual in September 2017, Lecture Pour Tous will be developing solicitations for grants during Year 2 of the program. All grants solicitations and awards will include environmental compliance language. All proposed grant activities will be subject to environmental screening using the Environmental Review Form (ERF). Instructions will be used as guidance to determine the levels of risks (low, moderate, and high) associated with these proposed activities to decide on the appropriate mitigation actions. This will ensure environmental compliance and protect the health of the environment and population. No activities determined as high risk will be undertaken without further assessment and USAID-approved environmental documentation. As Lecture Pour Tous begins awarding grants, all partners will receive training regarding the Environmental Review Form and Environmental Review Report (ERF and ERR.) These documents will be submitted along with all new grants to the USAID/COR. Lecture Pour Tous will monitor all interventions for environmental compliance throughout implementation.

6. PARTNERSHIPS AND COLLABORATIVE EFFORTS

A. Government of Senegal

Based on Lecture Pour Tous' approach of "*faisons ensemble*", there is emphasis placed on the idea of the program's dedication to providing technical assistance, in service to the Ministry. The French name of the program, Lecture Pour Tous, underlines its commitment to serving as a resource to the Ministry and to the concept of "*faisons ensemble*"; we are here to assist the MEN. Lecture Pour Tous' main point of contact for coordination at the Ministry is the DEE, however, over the past year, the project has also held a number of strategic meetings with the Minister of Education himself in order to cement our relationship in support of his vision for a large-scale reform effort to promote early grade reading. Furthermore,

Lecture Pour Tous is coordinating with the MEN to articulate the National Program (of the promotion of early grade reading, using national languages) into the broader bilingual education reform. This will be a particular focus for the upcoming Year 2 of Lecture Pour Tous.

Additionally, Lecture Pour Tous is helping build off of and reinforce MEN systems through particular activities that took place during Year 1, including the EGRA, in coordination with INEADE; preparing for the textbook approach for the coming year (Y2); the development of the Training Plan; and through various policy and research (Teacher Mobility, Language Mapping, and Policy Stocktaking, among others).

B. Civil Society

Establishing a network for sharing best practices. The Outcome 3 team held a meeting to establish a best practices community network with the objective of capitalizing and sharing successes and failures with their peers and other development stakeholders. This meeting was attended by ARED, DPRE, *Projet d'Appui à l'Education des Filles* (PAEF+), TOSTAN, Child Fund Senegal, Plan Senegal, Counterpart Senegal, UNICEF, and COSYDEP. Together, the organization developed a protocol for future participation, as well as goals and objectives of the group. In the upcoming year, the main objective will be to consolidate the national level operations and to expand partnerships by establishing active networks at the regional and departmental levels.

Linking with other USAID-funded programs. In Quarter 4, the Outcome 3 team meet with leadership of the USAID-funded GOLD project, implemented by RTI International, which supports decentralized governance and better service delivery by locally elected governments in non-USAID/Lecture Pour Tous regions. The teams shared best practices and strategies related to engaging local collectivities and departmental civil society and government stakeholders. Several points of collaboration were identified: working with CGEs, determining the feasibility of adapting GOLD tools to improve organizational function and efficiency; drawing on GOLD lessons learned in the contractualization of local NGOs/CBOs; and building on GOLD's experience working with the Community Radio Union for a more cost effective and streamlined use of community radio for SBCC and communication messages.

C. Private Sector

Lecture Pour Tous' MEL and ICT teams have been working closely with Orange/SONATEL Labs to prepare for use of the user-friendly SMS-based tool Mobile Teaching EveryWhere (M-TEW), using Web2SMS technology) for teachers, school directors, inspectors, and other resource people. Beginning in Quarter 2 of Year 2, SMS messages will be sent at least once per week to each group: teachers, school directors, and inspectors (and resource people). These groups will receive SMS with key reminders from their training, the approaches and tools they should be using, and general words of encouragement. Lecture Pour Tous and MEN counterparts will collect feedback on the SMS method during the January 2018 cycle of trainings with teachers, school directors, and inspectors.

Lecture Pour Tous will help pilot several ICT tools and strategies to support teachers, school directors, inspectors and other resource people supporting improved early grade reading instruction in Year 2. Based on consultations and technical meetings with SIMEN and Orange/SONATEL Labs that took place in Year 1, the team developed a strategy to introduce a package of cost-effective and appropriate ICT tools in Year 2 to support Outputs 1.2 and 1.3 in particular.

This public-private partnership with Orange will be formalized through a subcontract for the procurement of hardware, software, and professional services. A Tripartite Memorandum of Understanding will also be issued between Lecture Pour Tous, Orange, and the MEN to guide the project's ICT collaboration between the three parties.

7. ANALYTICAL WORK, EVALUATIONS AND ASSESSMENTS

A. Language Mapping Study

a. Description

This first language mapping study aimed at verifying information provided by IEF staff and locally elected officials on the predominant national languages spoken by students in the schools covered by Lecture Pour Tous for the 2017-2018 school year. The team surveyed school directors, teachers, and communities to ascertain which national language students used to communicate in the school facilities and the dominant national language in the school community. The study also provided information on the number of teachers with good command of the predominant national languages. INEADE designed the data collection tools for this study together with the Outcome 2 team. Data collection took place in the Fatick, Kaolack, and Kaffrine regions. Overall, 490 schools were involved and 62 investigators were mobilized. Because of delays due to multiple factors, including the fact that the Lecture Pour Tous team was not authorized to visit school-communities before official visits announcing the program and the uncertainty regarding which regions would be targeted for the 2017-2018 school year, students had already stopped coming to school by the time the field visits were conducted and thus it was not possible to observe them in the school yard as intended.

Lecture Pour Tous organized a workshop for data analysis with representatives from Ifan, CNRE, DALN, FASTEF, *Faculté des Lettres et Sciences humaines* (FLSH), and ARED. Two experts from ARED served as co-Principal Investigators for the language mapping study and have been part of the report writing. The research team is still reviewing and analyzing data now. This is due to a small number of discrepancies found between the information previously collected from IEF and local officials and that collected in the field, coupled with additional new information coming from directors who participated in the September training and upcoming from the teacher knowledge, attitudes and practices baseline questionnaire. These triangulated analyses are even more critical given the lack of data from student observation. We will finalize data analysis and reporting in Quarter 1 of Year 2.

b. Findings and Application to Improve Project Performance

The language mapping research provided an overview of language use practices in a purposeful sample of 487 schools in the regions of Kaolack, Fatick, and Kaffrine identified for their potential to have multiple language choices due to the fact that the socio-linguistic environment there is not homogenous. Gaining increased clarity on the predominant languages of the students in these regions, taken from triangulated sources, will help to ensure that the national language chosen for the language of instruction is that which

the majority of students already speak. This is the way to achieve measurable benefits from using national languages over French for initial reading acquisition.

In addition, the data from this study, including from focus group discussions held with community members revealed high levels of support for the new reading program and the use of national languages to teach reading in the early grades. Further analysis of the language mapping results will enable verification of the initial information provided by the IEF on national languages dominant in the intervention schools. Findings will also be used to inform policy work on the questions of language of instruction, including Senegal's determination of who ultimately must decide the LI LOI for any given school-community and on what basis, and what strategy or options for cases of national language heterogeneity in the context of the scale-up of bilingual education.

B. Teacher Mobility Study

a. Description

The study on teacher mobility aimed at understanding the current deployment policies for teachers, the regulations and practices around teacher mobility, and the needs for future policies or regulations on bilingual approaches to teaching in the early grades.

The study was conducted in ten schools in each of the following three regions: Fatick, Kaffrine, and Kaolack. The researcher interviewed 152 teachers, 30 headmasters, three human resource focal points of IA, nine IEFs and members of six teachers' unions. The researcher then collected data from the MEN at the central level (Directorate of Human Resources of the MEN), analyzed the data and wrote the final report, to be submitted in October 2017.

b. Findings and Application to Improve Project Performance

The study provided an overview of the current teacher deployment and mobility regulations and practices. Data from 30 schools and over 150 teachers provided useful insights into how teacher assignment and teacher mobility are managed in schools.

The results will be further analyzed and will be used to support the ministry in preparing policy guidelines on teacher deployment and mobility within the new bilingual education approach.

C. Policy Stocktaking

a. Description

In Year I, Lecture Pour Tous drafted an analysis of existing early grade reading policies' strengths and weaknesses using data gathered through consultations with key stakeholders and a document review of existing policies and frameworks.

b. Findings and application to Improve Project Performance

In preparing this policy stocktaking study, the Policy Coordinator carried out an inventory and analysis of the current policy documents and provisions through 15 consultations with the central and decentralized structures of the ministry and stakeholders, including ARED and SIL. The stocktaking and gap analysis addresses necessary changes to the policy framework around reading instruction that were informed by the work carried out by Lecture Pour Tous and the Ministry under Lecture Pour Tous' Outcome 1 (reading instruction) team and the needs of the Outcome 3 (parental and communication engagement) team. A key finding was that numerous existing documents and policies can provide a foundation upon which a policy framework for reading can be developed. However, Lecture Pour Tous also identified notable policy gaps through this exercise, including: the absence of guidelines for time to be dedicated to reading and reading in national languages in particular, teacher mobility, in-service training for teachers and inspectors, and student assessment, among others. Some policies are also obsolete and would need to be updated so that reforms introduced by Lecture Pour Tous can be institutionalized and taken to scale (the directives on reading, for example).

The policy stocktaking and gap analysis report (see Annex C) includes a workplan for each policy area related to the emergence of policies promoting bilingual reading development in early grades. It also includes a set of short-term, medium-term, and long-term recommendations included for policy interventions in support of early grade reading, presented below:

- Short-term recommendations: Before class starts in October 2017, the MEN might prepare and disseminate official guidelines, circulars, and memoranda to ensure the development of the bilingual reading approach, in particular, the redistribution of the weekly learning program and the time set aside for teaching and learning reading in CI and CP for the schools served by Lecture Pour Tous.
- Medium-term recommendation: By the end of the second year, and before the G2G project is introduced, the MEN will be accompanied in formalizing the necessary arrangements supporting the reading reform based on early grade reading instruction in national languages, especially related to teacher mobility, performance standards (students and teachers) for early grade reading, coaching of teachers, reform in pre-service training, and for making available relevant teaching and learning material.
- Long-term recommendations: At the end of the fourth year, the MEN will need to integrate this bilingual approach in the official Letter of General Policy of the Education/Training, PAQUET/EF. This will enable capitalization, scale-up, and sustainability of the approach.

D. Norms and Standards Stocktaking

a. Description

Lecture Pour Tous prepared a progress report focusing on existing teacher and student standards related to reading for CI to identify existing documents on performance norms for students and norms for

teachers, and to analyze past assessments related to standards (EGRA, Programme for the Analysis of Education Systems [PASEC], etc.) to inform the technical framework for the new reading program for CI.

b. Findings and Application to Improve Project Performance

The stocktaking analysis indicated that most evaluations in Senegal have measured student achievement using average scores and general averages, or comparisons between experimental cohorts and control cohorts to draw conclusions. None have applied particular standards or benchmarks.

However, we have identified certain studies and evaluations that nonetheless provide insights that can be used to inform reading standards. There exist draft proposed standards for French, and some indication of possible performance standards in oral reading fluency. This stocktaking, together with the EGRA baseline results, will be used as a basis for the standards setting workshop to be held in November 2017, where Lecture Pour Tous will assist the MEN to set draft student performance standards for reading for the three national languages. These standards and benchmarks will be revisited in subsequent years as more data from the midline and endline EGRAs become available.

E. Communication Stocktaking

a. Description

Lecture Pour Tous supported the DFC in conducting a stocktaking analysis on internal and external communication and coordination for reading. The consultations touched on the MEN's internal and external communications mechanisms, and MEN staff members' roles and responsibilities related to reading. A first round of consultations with the DEE, the DRTS, the DFC, the DPRE and the DALN were held at the central level. A field mission was also conducted jointly by the DFC and DEE representatives and Lecture Pour Tous. During the mission, the team interviewed staff of deconcentrated bodies of the Ministry (Inspection of Academy of Kaolack, Education and Training Inspectorates, and select public primary schools). Lecture pour Tous additionally consulted community members at the regional level, including the Daara of Serigne, Moussa Gueye/Nioro. The team also met with parents' associations, the regional UNION of Parents' Associations of Kaolack (URAPE), the Association of Mothers of Pupils (AME) of Nioro and local authorities, such as the Mayor of Diofior.

b. Findings and Application to Improve Project Performance

The situation analysis helped identify key actors and their roles and responsibilities in program communication as well as the strengths, weaknesses, opportunities, and challenges of internal and external communication of the MEN through a Strengths, Weaknesses, Opportunities, and Challenges (SWOT) analysis.

The following strengths, weaknesses, opportunities, and challenges were identified during this process:

Table I: Strengths, Weaknesses, Opportunities, and Challenges

Strengths	Weaknesses	Opportunities	Challenges
<p>The existence of two structures (DFC and DRTS) in charge of communication within the MEN</p> <p>Existence of a functioning MEN structure for technical coordination and specific subcommittees to develop and guide Lecture Pour Tous,</p> <p>Existence of a formal system within the MEN to disseminate official information by mail and email</p> <p>Existence of Communication Officers in central and decentralized (IEF, IA) entities.</p>	<p>The absence of a structured and planned communication strategy</p> <p>Lack of annual or multi-annual communication strategy</p> <p>Lack of coordination and harmonization of MEN's communication</p> <p>Prevalence of event communication instead of institutional communication</p>	<p>Wealth and diversity of the media</p> <p>The Minister of Education strongly supports the use of national languages in early grade reading and understands the issues concerning this area.</p> <p>Willingness of the MEN to improve internal communication</p> <p>Possibility for communication actors to benefit from training in capacity building</p> <p>Availability of partners to support the development of innovative internal communication tools.</p>	<p>Harmonization and coordination of communication initiatives</p> <p>Potential resistance to change on the part of MEN staff, parents and communities who are not supportive enough of the new approach based on national languages</p>

The communications strategy developed in Year I is based on the stocktaking analysis and review of the latest evidence base on communications from Senegal, and internationally. The communications strategy also used results and recommendations from past experiences (USAID/EdData, other SBCC Experiences and PALME experiences). The communications subcommittee then used the findings of the situation analysis to understand how to address communication gaps at central and decentralized levels, how to use existing structures more efficiently and how to propose the most efficient action plan for the MEN. Lecture Pour Tous used this guidance in the development of the strategy, both internal and external and focused on communities.

8. SUPPORTING DOCUMENTATION FOR INFORMATION REPORTED

A. Supporting Documents for AMEP Indicators

a. EGRA data

The full, cleaned EGRA data set will be available in the beginning of Year 2 Quarter 1. The EGRA dissemination workshop is scheduled to take place in October 2017. The workshop will present the EGRA findings to the MEN. Following the validation of the EGRA Report, the EGRA data collected will be made available and housed at SIMEN (MEN). The EGRA collected data from 210 schools in six regions (Diourbel, Fatick, Kaffrine, Kaolack, Louga, and Matam) and 4200 students were surveyed (2,100 girls and 2,100 boys).

b. Participant data

Participant data for the inspector and director trainings will be reported in the Quarter 1 Year 2 Report (these training occurred at the end of Year 1).

B. Supporting Documents for Other Information Reported

Deliverables and other reports related to each of the milestones have been submitted with each of the Quarterly Reports. They can be found in our project files.

9. SUSTAINABILITY AND SCALABILITY OF CORE INTERVENTIONS

A. Efforts and Successes

Beginning in November 2016, Lecture Pour Tous, the MEN, and USAID studied the options to successfully have student and teacher materials in schools by October 2017. Through complex consultations and discussions on how to best respect the Senegalese open book market, the team agreed on a compromise for the first year to ensure books reached the hands of teachers and students by the beginning of the 2017-2018 academic year. Through these consultations, the team developed “tools” (*outils* *allegés*) for CI students and teachers in Wolof, Pulaar, and Serer. The student classroom tools and take-home tools were validated at several levels and revised according to guidance and inputs received by the MEN, USAID, and the materials testing in schools. These tools will undergo testing in the first and second quarter of Year 2, informing the finalization of the technical and pedagogical specifications for materials (student manuals, teacher guides, leveled classroom readers and alphabet charts) for CI and CP that will be developed and procured through the open market for the 2018-2019 academic year.

Through extensive technical meetings, regional workshops, and consultations, Lecture Pour Tous developed the Training Plan to lay out the system for training teachers, directors, inspectors, and resource people and effectively roll out the new materials and approach to teaching reading in Wolof, Pulaar, and Serer. This Training Plan also outlines the coaching and supervision system and methods of supporting teachers, directors, and coaches through the use of ICTs. The Plan builds as much as possible on existing policy and systems in order to facilitate its up-take and sustainability, such as by using school directors as coaches, supported by quarterly visits from inspectors. The Lecture Pour Tous team and MEN began applying the Training Plan at the end of the quarter and it will continue to guide our continuous professional development work and, later in Year 2, pre-service training efforts as we move forward.

In collaboration with INEADE, Lecture Pour Tous developed EGRA tools in Serer and updated existing tools in Wolof and Pulaar. In quarter 2 of Year 1, a trained team of enumerators assessed students in Wolof, Pulaar, Serer, with sub-task in French to collect baseline data on the level of students in CI and CP. The results of this baseline will be shared through a report and dissemination workshop in the first months of Year 2. Throughout, Lecture Pour Tous endeavored to build off of INEADE's prior experience and existing skills, and will continue to provide technical assistance over the coming year to promote the institutionalization of the early grade reading components of a national and sub-national assessment system in Senegal.

The Lecture Pour Tous team in Year 1 helped to develop the first Research Agenda for the national reading program and completed data collection for the language mapping and teacher mobility studies in Kaolack, Kaffrine, and Fatick. The results and report of these studies will be shared in the coming quarter. During the months of April to June 2017, Lecture Pour Tous was asked to scale-back the research studies for Year 1 and therefore put on hold establishing an indefinite quantity subcontract (IQS) system for commissioning research services and will reevaluate this option in Year 2. In collaboration with partners at the MEN, the Outcome 2 team developed the Communications Strategy to support the ministry in improving their communications systems and activities around the National Reading Program. USAID validated this strategy in the final quarter of Year 1 and will be launched in Year 2.

B. Challenges and Lessons Learned

Lecture Pour Tous devoted the beginning months of Year 1 to forming relationships with partners, MEN counterparts and structures, and stakeholders. Together with the DEE, the Lecture Pour Tous team formed six technical subcommittees under the *Equipe Nationale Technique* (Research, Policy Development, Parental Support and Community Engagement, Capacity Building, Communications, and Reading Model) with the MEN structures, Lecture Pour Tous staff, and other relevant stakeholders to reinforce and ensure the implementation of Lecture Pour Tous together as a cohesive program supporting the National Reading Program. While originally envisaged as the means to coordinate and work together, the subcommittee structure is being re-evaluated. The MEN has expressed concern that relevant MEN staff are not available to meet with subcommittees often and may not be able to carry out their responsibilities to each subcommittee as a result. In the first quarter of Year 2, and following the leadership of the DEE, Lecture Pour Tous will assist in solidifying the coordination system and bodies to ensure successful programming, communications, and coordination of the National Reading Program.

Lecture Pour Tous senior management and Chemonics have also identified a few issues with the current organizational structure and are actively working to determine how best to organize the team. This is particularly salient now in light of the departure of the Senior Reading Specialist, Dr. Aglaia Zafeirakou, following her resignation at the very end of Year I. The Chief of Party and Chemonics home office are working to identify a few possible staffing arrangements to ensure that upcoming stage of programming is supported in the most efficient and effective way possible.

In Year I, Lecture Pour Tous worked diligently to instill the operational mechanism of the G50 with MEN structures and activity participants. Based on Year I experiences and to avoid any further operations issues, the team has begun sharing a logistics note (*Note Logistique*) with each participant prior to an activity so they are aware of the meals, transportation, and lodging parameters for each workshop/activity held.

ANNEX A: PUBLIC SUMMARY IN FRENCH

Please see separate file attached.

ANNEX B:AGGREGATE OUTCOMES & RESULTS (MILESTONES & DELIVERABLES) SINCE INCEPTION

Milestone / Deliverable	Date
Output 1.1: Evidence-Based Early Reading Materials in Senegalese languages are Provided	
Core curricular model and technical specifications complete	May 2017 (completed in June 2017)
Output 1.2: Teachers' Skills in Evidence-Based Early Grade Reading Instruction Improved	
Develop a comprehensive approach for design and delivery of a training plan for trainers, teachers, supervisors and coaches	May 2017
Output 1.3: Coaching and Supervision of Early Grade Reading Instruction Improved	
Revise existing training modules and tools on coaching	May 2017
Output 1.4: Early Grade Reading Assessment Improved	
Updating and creation of assessment tools	April 2017
Technical assistance to INEADE/MEN for assessment administration	Ongoing (EGRA technical assistance conducted)
Output 2.1: Coordination and Communication about Early Grade Reading Increased	
Communications strategy	Approved by USAID in July 2017
Creation of the 6 sub-committees	July 2017
Output 2.3: Research on Early Grade Reading in Senegal Produces and Disseminated³	
Validation of annual research agenda	April 2017
Output 2.4: Policies in Support of Evidence-Based Reading Instruction Implemented	
Support to the MEN for developing or updating key policies	May 2017 (submitted - Oct 2017)
Draft policy guidelines on time dedicated in the school day to reading in national languages	September 2017
Output 2.5: Ministry of Education Staff's Performance of Essential Functions Improved	
Support to the MEN for targeted capacity building to improve early grade reading service delivery	Ongoing
Outcome 3 cross-cutting	
Request for Proposals (RFP) document for NGO partners developed and	May 2017
NGO subcontract procedural manual developed and finalized	July 2017
NGO orientation plan and materials finalized	July 2017 (On going)
Report on local NGO selection process and results (Result 3)	August 2017 (in process, not completed)
Output 3.1: Parent and Community Demand for High-Quality Early Grade Reading Instruction Increased	
Grassroots SBCC plan finalized	July 2017
Grassroots SBCC materials available	September 2017
Social and behavior change communication (SBCC) campaign (community level - begins)	September 2017
Output 3.2: Community-Based Early Grade Reading Activities Implemented	
Community-based events (begin)	April 2017
Request for Applications/selection criteria established for small grants program in support of <i>contrat de qualité</i> (CAQ) school-community action plans for reading	May 2017 (Postponed to December 2017)

Collect applications for community mobilization proposals to be funded through small grants (sub-grant) to CAQs	September 2017 (January 2018)
Early grade reading materials distribution plan	September 2017 (November 2017)
Output 3.3: At-Home Support to Early Grade Learners Improved	
Home-school communication materials adapted and developed	August 2017
Parent/caregiver training plan and tools finalized	August 2017
Training and support to at-home reading activities (begins)	September 2017 (Postponed to Jan. 2018)
Output 3.4 Parent and Community Monitoring of Early Grade Reading Instruction Delivery Improved	
Community organization and capacity building (for monitoring) (begins)	July 2017
Technical and Work Plans, Periodic and Other Reports	
Training Plan	May 26, 2017
Research Plan	January 28, 2017
Community Literacy Support Plan	May 26, 2017
Community Mobilization Grants Program Manual	May 26, 2017
Annual Work Plan	January 28, 2017
Activity Monitoring and Evaluation Plan	January 24, 2017
Environmental Mitigation and Management Plan	January 24, 2017
Gender Plan	May 26, 2017
Quarterly Performance Report-QR 1, QR 2, and Q3	January 31, 2017, April 30, 2017, July 2017

ANNEX C: OTHER TECHNICAL REPORTS

Please see separate file attached.